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TWENTIETH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY AND COUNTY OF NEW-YORK,

FOR THE YEAR ENDING DECEMBER 31, 1861.



New-York:

C. S. WESTCOTT & CO., PRINTERS,
No. 79 JOHN STREET.

1862.

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THE NATIONAL ARCHIVES

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BOARD OF REGISTRATION

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THE NATIONAL ARCHIVES

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REPORT.

By the requirements of subdivision 10, of section 3, of "An Act relative to Common Schools in the City of New-York," passed March 31st, 1854, it is the duty of the Board of Education—

"To make and transmit, between the fifteenth day of January and the first day of February, in each year, to the State Superintendent of Public Instruction, and to the Common Council of the City of New-York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of Schools within their jurisdiction, specially designating the Schools for colored children; the Schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such Schools shall have been kept open; the amount of public moneys apportioned or appropriated to said Schools or societies; the number taught in each School; the whole amount of money drawn from the City Chamberlain for the purposes of education, during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, and from all other, and what sources; the manner in which such moneys shall have been expended; and such other information as the State Superintendent of Public Instruction may, from time to time, require, in relation to Common School Education in the City and County of New-York."

In fulfilment of that duty, the Board of Education respectfully

REPORT :

I. The whole number of Schools within its jurisdiction during the past year, was two hundred and fifty-five, classified as follows :

Grammar Schools for Boys	49
“ “ “ Girls.....	46
Primary Schools	84
Colored Schools.....	12
Corporate and Asylum Schools.....	12
Evening Schools.....	50
Normal School	1
Free Academy	1

II. Reports have been made to the Board of Education, within the time limited for that purpose, from all Schools named above, including the following Corporate and Asylum Schools :

1. New-York Orphan Asylum.
2. Roman Catholic Orphan Asylum.
3. Protestant Half-Orphan Asylum.
4. Society for Reformation of Juvenile Delinquents.
5. Leake & Watts Orphan Asylum.
6. Colored Orphan Asylum.
7. American Female Guardian Society.
8. Home Industrial School.
9. New-York Juvenile Asylum.
10. House of Reception of New-York Juvenile Asylum.
11. Five Points House of Industry.
12. Ladies' Home Missionary Society.

III. The Schools or societies from which reports have been made to the Board of Education, within the time limited for that purpose ; the length of time such Schools have been kept open ; the amount of public money apportioned or appropriated to said Schools or societies respectively, and the number taught in each School, as ascertained by the mode prescribed by law, are shown in the accompanying Schedule, No. 3.

APPROPRIATIONS FOR NEW BUILDINGS, AND ALTERING AND REPAIR- ING OLD BUILDINGS.

The following is a Statement of the Appropriations on this Account, made during the last Nine Years, showing, under the Head of each Building, the Several Appropriations made, together with the Dates, and Amount of the same, and the Total Amount for each building.

			<i>Ward School No. 1, 4th Ward.</i>		
1861	Feb.	6	Fitting up.....	.....	\$300 00
			<i>Ward School No. 2, 7th Ward.</i>		
1853	Nov.	16	Repairs.....	\$135 64	
1855	June	6	Alterations and additions.....	12,419 00	
"	Aug.	1	Fitting up and furnishing	5,148 00	
	Dec.	19	Extra work, &c	1,660 29	
1859	April	20	Alterations.....	1,332 00	
					20,694 93
			<i>Ward School No. 3, 9th Ward.</i>		
1854	June	28	Alterations and additions.....	8,755 00	
	July	12	Fitting up and furnishing.....	2,500 00	
	Dec.	13	Extra work	636 32	
1860	April	25	Rebuilding.....	36,533 00	
1861	Jan.	16	Heating	4,556 00	
"	March	20	Furnishing	3,838 00	
"	Sept.	4	Extra work.....	1,463 53	
					58,281 85
			<i>Ward School No. 4, 13th Ward.</i>		
1854	April	12	Rebuilding.....	33,990 00	
1855	Feb.	28	Fitting up and furnishing	7,993 00	
	July	18	Extra work	2,456 74	
1856	May	6	Warming and ventilating.....	3,220 00	
1859	April	6	Repairing furnaces.....	650 00	
1860	July	25	Painting and repairing.....	1,084 86	
					49,394 60
			<i>Ward School No 5, 14th Ward.</i>		
1854	Dec.	20	Cleaning after use as hospital	584 15	
1856	June	14	Alterations and Repairs	10,638 00	
	Sept.	10	Furnishing and fitting up	3,072 75	
	Nov.	5	Stoves.....	799 82	
1857	May	20	Extra work	126 37	
1860	July	18	Painting.....	570 00	
					15,791 09
			<i>Ward School No. 6, 12th Ward.</i>		
1858	May	5	Repairs.....	1,430 00	
	Sept.	8	Refurnishing and heating.....	1,040 00	
					2,470 00
			Carried forward.....	.....	\$146,932 47

			Brought forward .....	.....	\$146,932 47
			<i>Ward School No. 7, 10th Ward.</i>		
1855	April	18	Alterations.....	\$1,800 00	
1856	July	16	Furniture.....	1,056 00	
1858	May	19	Alterations	7,867 00	
	July	7	Painting and varnishing.....	2,743 00	
	Oct.	27	Extra work.....	1,324 58	
					14,790 58
			<i>Ward School No. 8, 8th Ward.</i>		
1857	July	1	Refurnishing	\$3,044 00	
1860	April	25	Repairs	600 00	
					3,644 00
			<i>Ward School No. 10, 15th Ward.</i>		
1858	Sept.	8	Rebuilding	24,297 00	
1859	April	6	Heating .	4,000 00	
	May	4	Furnishing	4,097 00	
	May	4	Additional.....	93 00	
					32,487 00
			<i>Ward School No. 11, 16th Ward.</i>		
1854	April	26	Rebuilding	27,575 00	
	Dec.	13	Plumbing, &c.....	1,360 00	
1855	March	21	Fitting up and furnishing.....	6,700 00	
	July	18	Warning apparatus.....	1,750 00	
1861	April	3	Painting	890 00	
					38,275 00
			<i>Ward School No. 12, 7th Ward.</i>		
1853	Nov.	16	Repairs	445 26	
1856	April	16	Additions and Alterations.....	13,165 00	
	July	16	Fitting up and furnishing.....	4,565 00	
1857	July	15	Extra work.....	1 93	
1858	April	7	Alterations	1,460 00	
	October	12	Extra work.....	68 00	
1860	July	18	Repairs	1,827 00	
					21,532 19
			<i>Ward School No. 13, 17th Ward.</i>		
1856	Feb.	6	Rebuilding	31,764 47	
	Sept.	10	Fitting up and furnishing.....	6,122 40	
1857	May	20	Extra work.....	36 42	
					37,923 29
			<i>Ward School No. 14, 21st Ward.</i>		
1858	Dec.	29	Rebuilding	44,878 00	
1859	May	18	Heating pipes.....	635 00	
	June	15	Fitting up temporary accom.....	800 00	
1860	April	25	Additional for extra beams.....	5,500 00	
	April	25	Extra work.....	997 44	
	Nov.	7	Heating.....	2,000 00	
	Nov.	7	Extra work.....	2,516 50	
1861	Jan.	16	Furnishing	6,783 00	
"	June	5	Extra work.....	6,308 53	
					70,418 47
			Carried forward.....	.....	\$366,003 00

			Brought forward.....	.....	\$366,003 00
			<i>Ward School No. 15, 11th Ward.</i>		
1854	April	5	Repairs	\$425 99	
1855	June	6	Alterations	8,190 00	
	Sept.	19	Fitting up and furnishing	4,576 98	
1856	March	12	Extra work.....	3,034 68	
1857	April	1	Repairs	313 09	
1858	April	7	Alterations	5,500 00	
	July	—	Refurnishing	1,366 00	
	Sept.	18	Repairing furniture.....	640 90	
	October	27	Extra work.....	1,295 18	
					25,342 82
			<i>Ward School No 16, 9th Ward.</i>		
1858	Dec.	29	Alterations	13,538 00	
1859	July	6	Ventilation	285 00	
	July	6	Heating.....	2,940 00	
	Sept.	21	Furnishing	3,238 00	
	Dec.	7	Extra work.....	405 89	
	Dec.	28	“ “	66 00	
					20,472 89
			<i>Ward School No. 17, 22d Ward.</i>		
1859	April	20	Altering	14,484 00	
	Dec.	21	Heating.....	1,169 00	
	Dec.	28	Furnishing	4,382 00	
1860	April	4	Extra work.....	177 03	
	June	6	“ “	440 56	
	Nov.	7	“ “	265 00	
					20,917 59
			<i>Ward School No. 18, 19th Ward.</i>		
1855	March	14	Building	22,900 00	
1856	Jan.	30	Fitting up, furnishing, and extra work.....	7,734 48	
					30,634 48
			<i>Ward School No. 19, 17th Ward.</i>		
1859	Feb.	2	Erecting new building.....	36,866 00	
	Sept.	4	Furnishing	4,570 00	
	October	5	Heating... ..	1,387 00	
1860	March	7	Extra work	347 94	
	June	6	“ “	130 44	
	June	20	“ “	35 13	
	July	25	“ “	27 81	
					43,364 32
			Carried forward.....	.....	\$506,735 10

			Brought forward.....	.....	\$506,735 10
			<i>Ward School No. 20, 10th Ward.</i>		
1854	May	17	Alterations of water closets	\$594 15	
1856	April	16	Building	34,770 04	
1857	Feb.	18	Furnishing	7,524 95	
	July	1	Heating	1,670 00	
	Oct.	21	Extra work.....	254 40	
					44,813 54
			<i>Ward School No 21, 14th Ward.</i>		
1858	March	17	Rebuilding.....	24,255 00	
	Sept.	8	Heating	3,400 00	
1859	Feb.	2	Furnishing	4,050 00	
	March	16	Fence	128 75	
	June	8	Extra work.....	456 80	
					32,290 55
			<i>Ward School No. 22, 11th Ward.</i>		
1853	Aug.	10	Class room and furniture	6,268 00	
1856	Oct.	1	Furniture for Primary Dep.....	1,108 00	
1857	April	1	Repairs.....	1,730 28	
1861	"	"	Alterations and repairs.....	3,200 00	
"	Oct.	2	Furnishing.....	1,174 00	
					13,480 28
			<i>Ward School No. 23, 6th Ward.</i>		
1853	June	15	Alterations and repairs.....	1,792 60	
1856	June	4	"	7,511 00	
	July	2	Fitting up and furnishing.....	2,636 00	
1858	July	7	Painting.....	460 00	
	Oct.	6	.....	60 00	
					12,459 60
			<i>Ward School No. 24, 6th Ward.</i>		
1853	June	15	Alterations and repairs.....	1,475 55	
1855	July	18	"	9,165 00	
	Dec.	19	Fitting up and furnishing.....	2,652 60	
1856	Feb.	20	Extra work.....	1,581 88	
1858	July	7	Painting.....	460 00	
	Oct.	6	"	25 00	
					15,360 03
			<i>Ward School No. 26, 4th Ward.</i>		
1857	Dec.	16	Stoves.....	303 68	
	July	1	Fitting up.....	300 00	
1858	March	17	Extra work.....	487 12	
					1,090 80
			Carried forward.....	.....	\$626,229 90

			Brought forward .....	.....	\$626,229 90
			<i>Ward School No. 28, 22d Ward.</i>		
1860	April	4	Altering and repairing.....	\$6,189 00	
	May	16	“ “	6,870 00	
1861	May	1	Extra work.....	584 00	
“	“	“	Furnishing.....	3,594 00	
“	June	19	Extra work.....	730 00	
“	Sept.	4	Heating	369 00	
					18,327 00
			<i>Ward School No. 29, 1st Ward.</i>		
1853	Oct.	12	Raising Building.....	.....	2,125 22
			<i>Ward School No. 30, 14th Ward.</i>		
1857	April	15	Alterations.....	4,575 00	
	July	1	Refurnishing.....	2,719 70	
1858	March	3	Extra work.....	277 14	
1860	July	18	Painting.....	490 00	
					8,061 84
			<i>Ward School No. 31, 7th Ward.</i>		
1853	Nov.	16	Repairs.....	246 90	
1854	Sept.	20	Erecting class rooms.....	500 00	
	Oct.	18	“ “	654 00	
1857	June	3	Alterations.....	15,335 00	
	Dec.	30	Extra work.....	1,595 53	
	Oct.	21	Repairing.....	4,928 54	
					23,259 97
			<i>Ward School No. 32, 20th Ward.</i>		
1853	Feb.	6	Grading, &c.....	233 46	
	Aug.	10	Painting.....	680 00	
1854	Feb.	17	Alterations.....	725 00	
1856	July	20	Alterations and water closets....	1,700 00	
1857	April	1	Repairs.....	45 57	
	Dec.	16	Alterations.....	1,500 00	
1858	June	9	Painting.....	869 00	
1861	March	6	Rebuilding.....	32,969 00	
“	Sept.	4	Heating	665 27	
“	Dec.	4	Furnishing.....	2,493 00	
					41,874 00
			<i>Ward School No. 33, 20th Ward.</i>		
1857	April	15	New building.....	32,771 00	
	Sept.	2	“ “	587 15	
	July	1	Heating.....	1,210 00	
	Oct.	21	Furnishing.....	5,242 00	
	Oct.	21	Extra work.....	610 00	
1858	June	9	Heating	2,154 16	
	March	17	Extra work.....	842 28	
					43,416 59
			Carried forward .....	.....	\$763,294 32

			Brought forward.....		\$763,294 32
			<i>Ward School No 34, 13th Ward.</i>		
1856	May	14	Alterations and repairs	\$6,835 00	
	June	4	Additional	557 00	
	July	16	Fitting up and furnishing.....	4,598 00	
1857	Feb.	18	Repairs.....	931 71	
	July	15	Extra work.....	171 86	
	July	15	" "	50 00	
	July	15	Heating.....	2,024 00	
1858	Dec.	8	Furnaces.....	257 85	
1860	Dec.	19	Heating apparatus.....	957 00	
					16,385 42
			<i>Ward School No. 35, 15th Ward.</i>		
1853	Aug.	10	Repairs and furnishing.....	4,341 00	
	Nov.	16	Furniture.....	94 00	
1857	July	15	Repairs.....	2,200 00	
1861	March	6	Alterations and repairs....	16,124 00	
"	June	19	Heating.....	3,500 00	
"	June	19	Furnishing.....	2,787 00	
	Dec.	4	Extra work.....	500 00	
					29,546 00
			<i>Ward School No. 36, 11th Ward.</i>		
1853	Aug.	10	Class rooms and furniture.. ..	1,105 00	
1854	April	5	Alterations and repairs.....	287 41	
1855	April	18	Repairs.....	292 94	
	June	6	Additions and repairs.....	8,050 00	
	Sept.	19	Fitting up	5,243 02	
1856	March	12	Extra work.....	3,541 67	
1857	April	1	Repairs.....	1,005 44	
1861	Feb.	20	Fitting up	1,000 00	
					20,525 48
			<i>Ward School No. 37, 12th Ward.</i>		
1853	June	1	Building.....	17,147 00	
1854	March	15	Extra work	110 00	
	April	26	Fitting up and furnishing.....	3,158 00	
	July	12	Drains, &c.....	1,141 00	
	Sept.	20	Furnace	900 00	
	Dec.	13	Warming apparatus.....	300 00	
1855	April	4	Grading	870 00	
1861	April	3	Alterations and repairs.....	6,885 00	
	June	14	Heating	3,815 00	
	Sept.	4	Furnishing.....	2,267 00	
	Dec.	4	Extra work.....	249 56	
			" "	70 83	
					36,913 39
			<i>Ward School No. 38, 8th Ward.</i>		
1853	Aug.	10	Water closets and repairs.	670 00	
1856	April	16	Furniture Grammar Dep.....	1,965 00	
	Sept.	10	Furnaces.....	1,150 00	
1858	March	3	Alterations.....	9,125 00	
	May	19	"	220 00	
	July	21	Rebuilding wall.....	1,500 00	
	Sept.	8	Refurnishing and heating.....	2,765 00	
	Dec.	15	Extra work.....	206 18	
			Carried forward	\$17,601 18	866,664 61

			Ward School No. 38—Continued.		
			Brought forward.....	\$17,601 18	\$866,664 61
1858	Dec.	15	Extra work.....	104 60	
1859	Feb.	2	“ “	106 50	
	June	15	Painting.....	244 00	
1860	July	18	Extra work.....	99 00	
1861	Dec.	11	“ “	57 10	
					18,212 38
			Ward School No. 39, 12th Ward.		
1856	Dec.	30	Alterations.....	6,744 00	
1857	Oct.	21	Extra work.....	135 15	
					6,879 15
			Ward School No. 40, 18th Ward.		
1853	Nov.	30	Repairs.....	390 63	
1855	July	18	“	1,100 00	
1858	March	24	“	3,000 00	
	April	21	“	568 69	
	June	9	“	590 00	
	July	21	Painting.....	475 00	
	May	19	Refurnishing Grammar Dep	1,500 00	
	July	21	Refurnishing Primary “	700 00	
	Dec.	15	Extra work.....	51 00	
1859	Oct.	26	Furnishing class rooms.....	300 00	
					8,675 32
			Ward School No. 41, 9th Ward.		
1853	Jan.	12	Alterations.....	554 23	
	June	1	Repairing furnaces	300 00	
1857	Oct.	21	Addition to W. S. 41.....	425 00	
	July	15	“ “	1,562 00	
					2,841 23
			Ward School No. 42, 10th Ward.		
1854	Feb.	1	Reseating class rooms.....	925 00	
	May	17	Altering water closets.....	605 85	
1860	April	4	Altering and repairing	6,128 00	
	June	20	Furnishing.....	3,432 00	
	June	20	Heating.....	1,347 00	
	Oct.	24	Extra work... ..	102 03	
					12,539 88
			Ward School No. 43, 12th Ward.		
1853	Sept.	12	Building.....	15,513 06	
1854	Dec.	13	Fitting up and furnishing.....	2,993 00	
	Dec.	13	Extra work.....	348 29	
1855	June	6	Stoves	440 30	
1861	Dec.	30	Furnishing.....	469 00	
					19,763 65
Carried forward					\$935,576 22

			Brought forward.....	.....	\$935,576 22
			<i>Ward School No. 44, 5th Ward.</i>		
1853	May	4	Carpenters' work.....	\$735 75	
1856	May	7	Building addition	9,565 00	
	July	2	Cellar	704 00	
	October	1	Furniture	1,296 12	
	Dec.	30	Extra work.....	563 74	
1857	October	21	" "	100 00	
	July	15	Painting	800 00	
					13,764 61
			<i>Ward School No. 45, 16th Ward.</i>		
1858	Jan.	13	Repairs	6,500 00	
1859	June	15	Alterations	4,389 00	
	Sept.	7	Extra work.....	400 00	
	Sept.	21	Furnishing wings.....	470 00	
	October	26	Extra work.....	91 39	
1860	July	25	Painting	195 00	
					12,045 39
			<i>Ward School No. 46, 12th Ward.</i>		
1853	June	12	Grading	600 00	
1860	June	20	Altering and repairing.....	3,655 00	
	October	24	Furnishing	790 00	
					5,045 0
			<i>Ward School No. 47, 15th Ward.</i>		
1855	Feb.	28	Building	29,580 00	
	October	3	Fitting up and furnishing.....	7,249 76	
			Plumbing	781 10	
	Dec.	12	Warming apparatus.....	2,100 00	
1856	Feb.	6	Extra work.....	2,899 59	
1859	May	18	Furnishing	500 00	
1860	May	16	Painting	760 00	
					43,870 45
			<i>Ward School No. 48, 20th Ward.</i>		
1854	June	14	Building	31,165 00	
	Sept.	6	Warming and ventilating.....	3,590 00	
	Dec.	30	Extra masons' work.....	2,600 00	
1855	August	1	Furnishing	4,991 00	
	Dec.	12	Fitting up and extra work	4,672 91	
1857	April	1	Heating.....	2,300 00	
	April	1	Repairs	197 50	
	July	15	Heating.....	1,200 00	
1858	Sept.	15	"	2,300 00	
	Dec.	15	Extra work	179 33	
1860	April	4	Altering and repairing Pri. Dep..	1,217 00	
	Nov.	7	Extra work.....	45 75	
					54,458 49
			Carried forward.....	.....	\$1,062,760 16

			Brought forward.....		\$1,062,760 16
			<i>Ward School No. 49, 21st Ward.</i>		
1854	August 9		Building	\$26,300 00	
	Sept. 6		Additional	2,600 00	
	Dec. 20		Pipes and flues.....	425 00	
1855	Feb. 28		Gas pipes.....	133 00	
	June 6		Warming apparatus.....	1,233 76	
	June 20		Fitting up and furnishing.....	6,905 50	
	Dec. 12		Extra work.....	2,946 36	
1856	July 30		Ventilators	450 00	
					40,993 62
			<i>Ward School No. 50, 18th Ward.</i>		
1854	Sept. 6		Building	23,680 00	
1855	April 18		Gas pipes.....	255 00	
	June 30		Fitting up and furnishing.....	9,253 12	
	October 3		Warming apparatus.....	800 00	
1856	Feb. 6		Extra furniture.....	198 25	
	July 2		Building addition.....	3,820 00	
	July 16		" "	70 00	
	October 1		Furnishing	981 75	
	Nov. 12		Furnishing additional.....	71 00	
1857			Extra work.....	405 95	
					39,535 07
			<i>Ward School No. 51, 22d Ward.</i>		
1858	April 7		Erection.....	24,277 00	
	June 16		Heating	2,500 00	
	Dec. 8		Furnishing	4,475 75	
	October 6		Wall	650 00	
1859	March 16		Extra work	539 96	
	May 10		" "	169 50	
	Sept. 21		" "	78 77	
1861	Dec. 4		Heating.....	3,000 00	
					35,690 98
			<i>Ward School No. 52, 12th Ward.</i>		
1857	June 3		Building	13,696 00	
	Dec. 30		Furnishing	2,522 98	
1858	May 19		Extra work	1,288 80	
	May 19		" "	29 40	
					17,537 18
			<i>Ward School No. 53, 19th Ward.</i>		
1860	March 7		Building	37,090 00	
1861	Jan. 6		Heating.....	4,135 60	
"	Feb. 6		Furnishing	4,444 00	
"	Sept. 4		Extra work.....	1,056 52	
"	October 2		" "	50 00	
					46,776 12
			Total for Ward Schools.....		\$1,243,293 13

			Primary No. 1, 10th Ward.			
1858	Dec.	29	Refurnishing.....	\$3,249 00	\$3,794 00	
1859	March	2	Painting	545 00		
			Primary No. 2, 6th Ward.			
1861	July	17	Altering and repairing	1,521 00	2,204 00	
"	Sept.	14	Furnishing	683 00		
			Primary No. 3, 11th Ward.			
1854	July	26	Rebuilding.....	3,423 00	6,525 75	
	Nov.	1	Fitting up and furnishing... ..	2,927 00		
1857	April	1	Repairs	175 75		
			Primary No. 4, 7th Ward.			
1854	Sept.	20	Addition.....	500 00	1,153 00	
	Oct.	18	"	653 00		
			Primary No 5, 11th Ward.			
1857	April	6	Repairing old building.....	80 95	21,749 77	
	July	15	New building	16,392 00		
	Nov.	18	Furnishing.....	2,502 00		
1858	Feb.	3	Heating	1,800 00		
	April	7	Heating additional.....	25 00		
	Dec.	3	Extra work	532 24		
	May	5	" "	294 44		
	May	19	" "	123 14		
			Primary No. 6, 8th Ward.			
1860	June	20	Altering and repairing	1,735 20	
			Primary No. 8, 6th Ward.			
1857	April	15	New building	16,392 00	20,226 48	
	Oct.	7	Furnishing	1,929 00		
1858	April	7	Heating	1,200 00		
	April	7	Extra work.....	49 74		
	April	28	" "	185 74		
1861	April	3	Painting	470 00		
			Primary No. 13, 9th Ward.			
1856	May	21	Fitting up	1,905 50	3,035 50	
	Sept.	10	Furnishing	1,050 00		
	Dec.	30	Extra mason work	80 00		
			Carried forward.....			\$60,423 70

			Brought forward		\$60,423 70
			<i>Primary No 14, 4th Ward.</i>		
1860	March	21	Erection.....	\$18,655 00	
	Dec.	19	Furnishing.....	2,172 00	
1861	Jan.	16	Heating	2,392 20	
"	Feb.	6	Extra work	918 90	
"	Feb.	20	" "	257 91	
					24,396 01
			<i>Primary No. 15, 1st Ward.</i>		
1853	Sept.	28	Repairs.....		383 00
			<i>Primary No. 16, 18th Ward.</i>		
1858	Dec.	15	Taking down wall... ..		125 00
			<i>Primary No. 19, 16th Ward.</i>		
1860	July	25	Repairing.....	864 00	
	July	25	Painting.....	135 00	
					999 00
			<i>Primary No. 20, 13th Ward.</i>		
1859	May	11	New building	15,273 00	
	Oct.	5	Heating... ..	2,000 00	
1860	Feb.	1	Extra work.....	77 86	
	March	7	Furnishing.....	1,895 00	
					19,245 86
			<i>Primary No. 21, 13th Ward.</i>		
1858	Dec.	29	Alterations.....		276 00
			<i>Primary No. 22, 17th Ward.</i>		
1860	March	7	Altering building (formerly W. S. 19)	7,082 00	
	June	6	Furnishing.....	2,149 00	
	June	20	Extra work	75 00	
	June	20	Heating.....	745 00	
					10,051 00
			<i>Primary No. 24, 9th Ward.</i>		
1858	July	7	Rebuilding.....	12,945 61	
	Dec.	8	Painting additional.....	25 00	
	Sept.	8	Heating	1,995 00	
1859	Jan.	1	Furnishing.....	1,945 00	
	March	6	Extra work.....	210 45	
	Sept.	7	" "	25 00	
					17,146 60
			<i>Primary No. 25, 8th Ward</i>		
1861	June	5	Alterations and repairs.....	1,720 00	
"	Sept.	4	Furnishing.....	647 00	
					2,367 00
			Carried forward.....		\$135,412 63

			Brought forward.....	.....	\$135,412 63
			<i>Primary No. 26, 19th Ward.</i>		
1858	May	5	Fitting up.....	.....	200 00
			<i>Primary No. 27, 20th Ward.</i>		
1853	July	6	Building.....	\$15,929 51	
1854	April	12	Extra work, &c.....	2,450 00	
	July	12	Furnishing	1,875 00	
	Dec.	20	Fitting up, &c.....	2,185 00	
1855	August	1	Addition	124 84	
1857	April	1	Repairs.....	58 65	
					22,623 00
			<i>Primary No. 29, 18th Ward.</i>		
1853	Dec.	30.	Building	11,350 00	
1854	Feb.	15	Drains, &c	1,000 00	
	May	17	Extra work.....	320 75	
	July	12	Furnishing large room... ..	950 00	
	July	12	Fitting up.....	1,021 76	
	Nov.	22	Heating pipes	300 00	
1856	March	19	Extra work.....	255 52	
1861	June	19	Alterations and repairs... ..	4,589 00	
"	October	2	Heating.....	2,150 00	
"	Nov.	6	Furnishing	1,539 00	
"	Dec.	30	"	878 32	
					24,454 35
			<i>Primary No. 31, 11th Ward.</i>		
1857	April	1	Repairs .....	.....	48 82
			<i>Primary No. 32, 12th Ward.</i>		
1858	March	17	Building	6,325 00	
	July	21	Furnishing	1,335 00	
	Dec.	15	Well.....	300 00	
1859	March	16	Extra work	80 00	
					8,040 00
			<i>Primary No. 33, 5th Ward.</i>		
1858	Dec.	15	Fitting up.....	.....	1,000 00
			<i>Primary No. 36, 19th Ward.</i>		
1860	Feb.	15	Fitting up.....	.....	400 00
			<i>Primary No. 37, 3d Ward.</i>		
1860	Feb.	1	Fitting up.....	2,000 00	
1861	July	17	Altering and repairing.....	1,147 40	
					3,147 40
			<i>Primary No. 38, 1st Ward.</i>		
1861	March	20	Erecting .....	.....	11,161 00
			Total for Primary Schools..	.....	\$206,887 20

			<i>Colored School No. 1, 14th Ward.</i>		
1859	March	16	Building	\$13,848 00	
1860	Jan.	18	Furnishing	2,481 00	
	Feb.	1	Extra work	44 56	
					\$16,373 56
			<i>Colored School No. 2, 8th Ward.</i>		
1859	June	15	Repairs	300 00	
	June	15	" ..	1,516 00	
	Sept.	21	Extra work	53 97	
	Nov.	2	Repairs	2,500 00	
					4,369 97
			<i>Colored School No. 5, 5th Ward.</i>		
1858	April	7	Alterations .....	.....	300 00
			<i>Colored School No. 6, 20th Ward.</i>		
1853	June	1	Fitting up	300 00	
1854	May	17	" ..	275 00	
					575 00
			<i>Colored School No. 7, 16th Ward.</i>		
1860	July	25	Fitting up (formerly P. 14) .....	.....	300 00
			Total for Colored Schools...	.....	\$21,918 53

RECAPITULATION.

Total for Ward Schools	\$1,243,293 13
" Primary	206,887 20
" Colored	21,918 53
	<u>\$1,472,098 86</u>

CHANGES IN THE BY-LAWS.

DURING the year, important changes have been made in the By-Laws, governing the Free Academy, and regulating the salaries of Teachers. As amended, they read as follows :

AMENDMENT OF THE BY-LAWS, GOVERNING THE FREE ACADEMY.

§ 59. The Executive Committee for the care, government, and management of the Free Academy, shall have, under the direction and By-Laws of the Board, the special care, government, and management of the Academy, and the charge of its buildings and property, and shall order the purchase, by the Clerk of the Board, of such articles of books, stationery, and supplies, and make such repairs as may be necessary, and they shall make such rules to secure economy and accountability, and to regulate the management of the Institution, as may be necessary, and shall recommend to this Board, for its adoption, such by-laws for the government and management of the Institution, as they may deem requisite. They shall examine the books and reports, and inquire into the progress of the students, and the character of the discipline administered ; and on or before the second Wednesday of January in each year, shall prepare and present to the Board the Annual Report required by the 7th subdivision of the 3d section of the School Law of 1851.

§ 60. The Principal of the Free Academy shall have the immediate supervision and management of the Free Academy, and of the government therein, under the By-Laws and Regulations of the Board of Education and Executive Committee.

He shall see that the rules and discipline are enforced steadily and strictly. All delinquencies and misconduct shall be reported to him by the Professors and Tutors; and all punishment shall be imposed by his direction, and shall be recorded, together with abstracts of the merit rolls, in the books of the Institution. He shall keep a full record of the absence of the instructors from any of their duties, and report the same, with the cause, to the Executive Committee, monthly. One of the Faculty shall be appointed Vice-Principal by this Board; and in the absence of the Principal, or while he is engaged in instruction, the Vice-Principal, and in the absence of both, the oldest other member of the Faculty, in the order of Academic seniority in attendance, shall perform the duties of Principal.

§ 61. All subjects taught in the Free Academy shall be taught by the following Academic Officers:

The Principal, who shall be Professor of Moral, Intellectual, and Political Philosophy.

A Professor of English Language and Literature.

A Professor of the Latin and Greek Languages and Literatures.

A Professor of French Language and Literature.

A Professor of German Language and Literature.

A Professor of Spanish Language and Literature.

A Professor of History and Belles-Lettres.

A Professor of Pure Mathematics.

A Professor of Mixed Mathematics.

A Professor of Chemistry and Physics.

A Professor of Natural History and Physiology.

A Professor of Drawing.

An Adjunct Professor in the Department of Philosophies.

An Adjunct Professor in the Department of Mathematics.

And as many Tutors as may be from time to time required.

§ 62. The Faculty shall consist of all the Professors (including Acting and Adjunct Professors) employed in the Academy.

They shall meet at the Academy during term time, semi-monthly, at such time as shall be fixed by them, and at such other times as they may be called together by the Principal, to consult and act on such matters as may be brought before them. They shall keep minutes of their proceedings. The Principal shall be President of the Faculty, and they shall appoint one of their number as Secretary. All communications from the Academy to the Executive Committee shall be forwarded through the Faculty and be entered on their minutes ; but any officer or instructor in the Academy may communicate directly with the Board of Education.

§ 63. The Professors shall have the general superintendence of everything pertaining to instruction in their respective departments, and shall be responsible for the successful prosecution of the studies prescribed for their professorships, and shall do all in their power to protect and advance the interests intrusted to their charge.

§ 64. There shall be a Registrar, who shall have charge of the books, records, and reports of the Institution, and the same shall be at all times open to the inspection of the members of the Faculty and of the Executive Committee. He shall also have charge of the stationery provided for the Academy, and shall issue the same on the written order of the Principal, and he shall keep accounts of the receipts and delivery thereof ; he shall also be the Clerk of the Academy and Assistant Librarian ; he shall also have charge of the library, and shall arrange and catalogue the same, and shall superintend and record the delivery and return of the books, and perform such other duties as may be required by the Committee. He shall be appointed by the Executive Committee.

§ 65. The engagement of all Professors, Teachers, and Officers, in the Free Academy, shall be terminable at the pleasure of either party, on giving notice, and the salary shall thereupon

immediately cease ; and the Executive Committee are authorized to give said notice on the part of the Board of Education, in case of any instructor not bearing the title of Professor.

§ 66. On or before the third Wednesday of September, the Faculty shall make a report to the Board of Education, bearing date on the day of the annual commencement, of the state and progress of the Academy during the preceding year, the names of all the students admitted, and of those dismissed, and such other matters as may be required by the Board, or as may be deemed expedient by the Faculty.

Admission of Students, their Classification and Studies.

§ 67. No student shall be admitted to the Academy unless at the commencement of the next term he will be fourteen years of age, and have attended the Common Schools for twelve months, and shall have passed a good examination in Spelling, Reading, Writing, English Grammar, Geography, Arithmetic, Elementary Book-keeping, History of the United States, and Algebra, as far as quadratic equations, inclusive.

§ 68. No candidate shall be examined for admission unless he shall present to the Principal of the Academy a certificate, in the form prepared by the Executive Committee, signed by the Principal of the School or Schools of which he has been a member, and specifying the age of the candidate, the Common Schools of this city which he has attended, the length of time in each, and when. If the number qualified for admission shall be more than can be admitted, the preference shall be given to those who have attended the Common Schools the greater period.

§ 69. At either of the regular examinations, members may be admitted to one or all the classes, to pursue the studies of any one or more departments, provided they shall have attended the Common Schools the requisite period—shall be of the

proper age—shall pass the proper examination in the requisites for admission, and an examination satisfactory to the Faculty, in the previous studies of the class or departments to which they are to be admitted.

§ 70. The examination of candidates for admission shall take place immediately after the general examination in July, and at such other time or times as shall be fixed by the Executive Committee, and shall continue at the same hours until concluded. No person shall be present at the examination except the instructors in the Academy, and members of the Board of Education, and other School Officers. Neither the names of the candidates, nor the schools from which they come, shall be made known to the instructors conducting the examinations, but each candidate shall be designated during examination by a number given to him on a card by the Principal.

§ 71. The instructors conducting the examination shall make full returns of the same on a scale of ten, to the Faculty, who, from such returns, shall certify the names of the candidates who have passed the requisite good examination, and also the result of the examination of each candidate—which shall, in all cases, be recorded in a book to be kept for that purpose. The examination papers of each student shall be preserved and filed.

§ 72. The studies pursued in the Academy shall be classified in the following courses, which shall be at the option of the students, viz. :

A full course with ancient languages.

A full course with modern languages.

A partial course—embracing any studies less than either of the full courses.

The full course of ancient languages shall comprise Latin, Greek, and any modern language, at the option of the student.

The full course of modern languages shall comprise French, German, and Spanish; the order in which they shall be pursued to be according to the order prescribed by the Board.

The partial course shall embrace any studies less than either of the full courses.

§ 73. The studies of the classes shall be pursued under the following arrangement as to the studies and text-books, subject, however, to such modifications, as in the opinion of the Faculty and Executive Committee may be required. Whenever the Faculty shall deem any change of the studies or text-books necessary, they shall recommend the same in writing to the Executive Committee.

COURSE.

INTRODUCTORY CLASS.

First Year—First Term.

	<i>Lessons per week.</i>
Latin..... <i>Andrews and Stoddard's Grammar, Andrews' Reader,</i>	5
or	
French..... <i>Vannier and Robertson,</i>	5
English Language... .. <i>Principles of General Grammar,</i>	1
Elements of Physics.....	2
Algebra..... <i>Docharty,</i>	5
Introduction to Natural Science..... <i>Chambers,</i>	2

First Year—Second Term.

Latin..... <i>as before, and Cæsar,</i>	5
or	
French..... <i>Robertson, Roemer's Polyglot Reader and Roemer's Elementary</i>	
	<i>Reader,</i> 5
Geometry.....	<i>Docharty,</i> 5
Elements of Chemistry.....	<i>Renwick,</i> 2
Introductory to Natural Science.....	<i>Chambers,</i> 2
Linear Drawing.....	5
Oratory and Composition.	

FRESHMAN CLASS.

Second Year—First Term.

Lessons
per week.

{ Latin.....	as before, and Virgil,	{ 3
{ Greek....	Sophocles' Grammar, and Lessons,	{ 2
or		
French.....	Robertson, Polyglot Reader, Roemer's 2d Reader,	3
Spanish.....		2
English, Etymology and Philology...	Reid's Dictionary, Fowler's Grammar,	1
Rhetoric.....		2
Ancient History.....	Wilson,	2
Moral Philosophy.....	Wayland,	1
Plain and Spherical Trigonometry, and Navigation.....	Docharty,	5
Drawing and Descriptive Geometry.....		5
Oratory and Composition.		

Second Year—Second Term.

{ Latin.....	as before, and Anthon's Composition and Versification,	{ 2
{ Greek.....	as before, and Owen's Reader,	{ 3
or		
French.....	as before,	2
Spanish.....		3
Rhetoric.....	Jamieson,	2
History.....	Wilson,	2
Roman Antiquities and Mythology.....	Anthon,	1
Analytical Geometry, Mensuration, Surveying.....	Davies,	5
Natural Science (Lecture).....		1
Drawing, Perspective, Shades and Shadows.....		4
Oratory and Composition.		

SOPHOMORE CLASS.

Third Year—First Term.

Lessons
per week.

Latin.....	as before, and Cicero,	2
Greek.....	as before, and Xenophon's Anabasis,	3
or		
French.....	as before, and Noel and Chapsal, instead of Robertson,	2
Spanish.....		3
English Synonyms.....	Graham,	2
History and Sources of the English Language.....	Fowler,	1
History.....	Wilson,	5
Political Economy (Lecture).....		1
Differential Calculus.....	Davies,	2
Free-hand Drawing, Course of Ornament and Black-board.....		4
Oratory and Composition.		

Third Year—Second Term.

	<i>Lessons per week.</i>
{ Latin <i>as before, and Livy and Sallust,</i> }	2
{ Greek <i>as before, and Owen's Homer's Iliad, and Thucydides,</i> }	3
or	
French..... <i>as before, and Moliere and Racine,</i>	2
Spanish.....	3
English Literature..... <i>Shaw's Outlines,</i>	3
Logic..... <i>Whately,</i>	2
Intellectual Philosophy..... <i>Mahan,</i>	3
Integral Calculus..... <i>Davies,</i>	3
Natural Science (Lecture).....	1
Drawing, Architecture, and Study of the Antique and Figure.....	4
Oratory and Composition.	

JUNIOR CLASS.

Fourth Year—First Term.

	<i>Lessons per week.</i>
{ Latin..... <i>as before, and Horace,</i> }	2
{ Greek..... <i>as before,</i> }	3
or	
Spanish.....	3
German..... <i>as before, and Schiller,</i>	2
English Language..... <i>Fowler,</i>	1
Critical Readings, English.....	1
Moral Philosophy..... <i>Hiekok,</i>	3
Analytical Mechanics..... <i>Bartlett,</i>	5
Themes, Forensic Discussions, Original Declamations.	

Fourth Year—Second Term.

Latin and Greek, each..... <i>as before,</i>	1
or	
German.....	2
English Literature..... <i>Cleveland's Compendium,</i>	2
Natural and Revealed Religion..... <i>Butler, Mahan's Logic,</i>	4
Physics..... <i>Bird's Elements,</i>	2
Acoustics and Optics..... <i>Bartlett,</i>	3
Spherical Astronomy..... <i>Bartlett,</i>	2
Lecture on Rhetoric.....	1
Themes, Forensic Discussions, Original Declamations.	

SENIOR CLASS.

Fifth Year—First Term.

	<i>Lessons per week.</i>
Latin or Greek.....	1
French, German, or Spanish.....	4
or	
German.....	5
Physics and Applications.....	<i>Bird's Elements,</i> 4
Civil Engineering.....	<i>Mahan,</i> 4
Law and Politics.....	<i>Kent,</i> 2
Themes, Forensic Discussions, Original Declamations.	

Fifth Year—Second Term.

	<i>Lessons per week.</i>
Latin or Greek.....	1
The same Modern Language as before.....	4
or	
German.....	5
Chemistry.....	<i>Fownes,</i> 4
Civil Engineering.....	<i>as before,</i> 4
Law and Politics.....	<i>as before,</i> 2
Themes, Forensics, Original Declamations.	

§ 74. The option of each student as to the course of studies shall be made in writing, and registered and filed at the Academy. It shall be made by the parent or guardian, or shall be by the parent or guardian submitted, in writing, to the discretion of the Faculty. Students pursuing a particular course will not be supplied with rooms for study at the Academy, but will be expected to come there for recitations and lectures.

§ 75. At the beginning of each term the students in each full course of the first three years shall be divided, as nearly as may be practicable, into sections of thirty-five—and of the other classes, of forty students—for the purpose of recitation; but no class shall be organized with less than twenty students. Each student shall have three recitations or lectures each day besides drawing, and also an exercise in declamation and composition about once a month. The recitations and lectures

shall be so arranged, in alternation with the hours of study, that the Professors, while not occupied with giving instruction, may visit the recitation rooms of the Tutors in their respective apartments (which it shall be their duty to do), to observe the manner in which instruction is given, and to become acquainted with the students, their progress, and attainments. The Professor of Moral, Intellectual, and Political Philosophy, shall give at least one lecture, or hear one recitation, each day; the Professor of Chemistry, three; and all the other members of the Faculty, whose whole time is devoted to the Institution, and the Tutors, *four*. The professor of Drawing shall teach Descriptive Geometry in the Department of Pure Mathematics, when not engaged with his classes in drawing. The studies of cognate departments shall be so distributed among the Professors and Tutors therein, as to give each full employment. If any instructor shall be absent from his post, the Principal shall direct another to take his place for the time being.

§ 76. Rooms Nos. 4, 5, 6, 7, 8, 10, 13, 15, 16, 18, 20, 22, 25, 26, 28, 30, 32, shall be appropriated to the instructors as recitation rooms; and rooms Nos. 12, 17, 19, 24, 27, 29, be occupied as study-rooms by the students at their desks, under the superintendence of an instructor.

§ 77. The duty of superintending the students in the study-rooms shall be performed by all the instructors, except the Principal and those who are on duty only for a part of the day. They shall perform the same in regular rotation; and it shall be the duty of such of them as are members of the Faculty, when not engaged in instruction, occasionally to pass through the study-rooms and halls each day, and to report to the Principal any irregularities or violations of good order which may come under their notice.

Discipline.

§ 78. Every student shall conduct himself according to the rules of good manners, good morals, and manly propriety; shall give punctual and constant attendance to all his duties; shall use the property of the Institution with care and economy, and restore the same when required.

§ 79. The punishments inflicted in the Academy shall be the demerit marks, private admonition, admonition by the Principal, in the presence of the Section and of the Instructor, in the recitation room, suspension by the direction of the Principal, public admonition by the Principal, in presence of all the students at roll-call, final admonition by the Principal in a meeting of the Faculty, and dismissal for misconduct, to be directed by a vote of the Faculty; and whenever either of the same is inflicted, it shall be recorded in the "Book of Discipline," with the number of demerit marks, to be carried into the ledger for the same.

§ 80. The several Professors and Tutors shall enforce in the various sections, while under their personal inspection, such rules of discipline as may be established, and shall be responsible for the maintenance of order therein, and shall keep full daily records of the merit and demerit of each student under his care, and shall report the same in writing to the Principal, who shall cause an abstract of these reports to be entered in the books of the Academy, and the reports to be filed and preserved.

§ 81. Each Instructor shall keep a class report, embracing a period of two weeks, in which shall be entered the merit and demerit marks of each student while under his care, and the same shall be carried into the ledger every two weeks.

§ 82. Each Instructor shall be provided with a Register of Conduct, in which it shall be his duty to enter all cases of

violation of good order by any student in his presence, which he thinks deserving of censure, with the amount of such censure in demerit marks. Each Instructor shall leave his Register with the Principal at the close of the academic exercises of each day, and receive the same again from him each morning; and it shall be the duty of the Principal to examine such entries, and enter his approval of such marks, or, on consultation with the Instructor, make such change in said demerit marks as in his opinion shall be just, and then the same shall be added to the demerit marks in the bi-weekly class reports, and carried into the ledger. No student shall be demerited without notice to him of the fact and the cause.

§ 83. No student shall be suspended, except for misconduct; and all students suspended shall be required to attend all the recitations and lectures of their section.

§ 84. In all cases in which a student shall be guilty of any offence, which, in the opinion of the Instructor, requires that such student should be sent to the Principal for discipline, the Instructor shall, under his hand, give the student a memorandum of the offence, to be delivered to the Principal, and the Principal shall record the same in the Book of Discipline, and shall himself determine the punishment, and cause the same to be recorded in the Book of Discipline.

Merit.

§ 85. The maximum of Merit in any study or exercise shall be ascertained by multiplying the whole number of exercises of the class or section by ten, the scale on which merit is estimated. All punishments for misconduct shall be represented by demerit marks on the ledger.

§ 86. The maximum of Conduct shall be ascertained by multiplying the whole number of academic days by ten, and

the rate of Conduct shall be ascertained by deducting from such maximum all demerit marks.

§ 87. There shall be made up, immediately after each examination, a Merit Roll of each class, and each student shall be ranked on the roll as he may approach most nearly to the maximum in his departments on the ledger, including the examinations, and including conduct.

§ 88. The Merit Roll shall consist of four classes :—Highest, High, Good, and Low ; containing the highest, and those to $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, below the maximum, respectively.

§ 89. The Merit Roll shall be signed by the Principal, and after being printed by the Executive Committee, shall be sent by him to the parents or guardians of every student ; and it shall be the duty of the Principal, where any student shall be habitually or grossly delinquent, to give notice thereof, in writing, to the parent or guardian, not only with the copy of the Merit Roll, but at the time of such delinquency.

§ 90. No student shall be put back into another class except at the request of his parent or guardian ; but if any student shall in any of his studies have made so little progress, or in his conduct shall have been so disorderly, as not to have an average rate of at least half the maximum on the last Merit Roll, he shall be rated as deficient, and so recorded ; and if he shall be rated as deficient on two successive Merit Rolls, he shall be dismissed from the Academy.

§ 91. Every student admitted into the Academy shall receive a certificate thereof, in the form to be prepared by the Executive Committee, stating that, on leaving the Academy with a good character after one year, he shall receive another certificate or diploma, stating the period he has been in the Academy, and the studies there pursued by him ; and, pro-

vided he shall have satisfactorily accounted for all the books and other property committed to him, and shall have maintained a good character, he shall, on so leaving the Academy, receive such diploma ; but no student shall receive a certificate of dismissal if he be dismissed for misconduct ; and in each certificate it shall be stated that he is furnished with a statement of his standing in the Academy, as it shall appear on the records during his whole connection with the Academy.

§ 92. When vacancies occur in the corps of Tutors, preference shall always be given to the highest two on the Merit Roll of the graduates of the Academy, provided they have sufficient qualifications for such appointment.

Text-Books, or Books of Reference.

§ 93. No books shall be delivered to the students or Instructors except by the Registrar, on the written order of the Principal, and the Registrar shall keep full accounts of the same.

§ 94. Whenever any student shall have finished the use of any text-book, or book of reference, or shall have completed the studies to which it relates, he shall return the same to the Registrar, or satisfactorily account for the same ; and at the end of each term, all books and slates shall be returned to the Registrar, or accounted for by the officers and students, respectively, and he shall report all violations of this rule to the Executive Committee.

Examinations.

§ 95. There shall be two several examinations in each year, of all the students, in all the studies pursued by them since the last examination. The first shall commence on the first Monday of February, and shall continue eight days, from 9 A. M. to 12 M., and from 1 to 4 P. M., each day. The second

shall commence on the third Monday before Commencement, and shall continue eight days, from $8\frac{1}{2}$ A. M. to 12 M., and from 2 to $5\frac{1}{2}$ P. M., each day. The Introductory class to be then examined for advancement to the Freshman Class; but no one shall be admitted to the Freshman Class who will not be fourteen years of age at the commencement of the then next term, and is not in other respects qualified according to the By-Laws. The examinations shall be public; and the Executive Committee shall, by advertisement and invitation, give notice of the same, and the Principal of the Academy shall furnish to the Executive Committee, at least ten days before such examination, a statement of the order of examination.

All the members of each class shall be examined at the same time in the same study, by oral and written questions. It shall be the duty of all the Instructors to attend the examinations from day to day.

Terms and Vacations.

§ 96. The hours of study and instruction in the Academy are from 9 A. M. to 12 M., and from $12\frac{1}{2}$ to 3 P. M. The doors will be closed for roll-call at precisely 15 minutes before 9, when the Instructors must be present. There shall be three vacations in each academic year—the summer vacation from Commencement to the third Wednesday in September; the winter vacation, from the 25th day of December to the 1st day of January, inclusive; the spring vacation, from the last day of April, inclusive, one week. There shall be no academic exercises on Saturday, on the day celebrated as the Anniversary of American Independence, and on Thanksgiving Day; and there shall be a recess from 12 to $12\frac{1}{2}$ o'clock each day. The first academic term shall commence at the end of the summer vacation, and the second at the end of the first examination.

Commencement.

§ 97. The academic year shall end on the Tuesday before the third Wednesday in July in each year, on which day the Commencement of the Institution shall be held, at a place to be provided by the Executive Committee. The Board of Education shall meet statedly, at the time and place of the Annual Commencement. The President of the Board of Education shall preside.

Degrees.

§ 98. Two degrees shall be conferred on the students graduating from the Free Academy—that of Bachelor of Arts on those who have pursued a full course with Ancient Languages, and that of Bachelor of Sciences on those who have pursued a full course with Modern Languages.

Library.

§ 99. The Principal shall at all times have access to the Library, and shall, on application to the Librarian or Assistant Librarian, be entitled to the free use thereof.

§ 100. The Professors and Tutors shall, at all times, on application to the Librarian or Assistant Librarian, have access to the Library, and enjoy the right of taking books therefrom, provided no Professor have more than six and no Tutor have more than three volumes belonging to the Library at any one time in his possession.

§ 101. The Students of the Senior, Junior, Sophomore, and Freshman Classes, shall be entitled to the use of the Library, under the conditions hereinafter mentioned.

§ 102. The Library shall be open to students every alternate

Friday throughout the Academic Terms, from $8\frac{1}{2}$ to 9 A. M., for the return of books, and from 3 to $3\frac{1}{2}$ P. M., for the delivery of books, and it shall be the duty of the Librarian or Assistant Librarian to be in the Library at those times.

§ 103. Students shall make application for books in the following manner :

a. The Assistant Librarian will furnish blank Certificates, in form as follows :

" [Space for date.]

[*Space for Name, Class, &c. Section*], having, during the past two weeks, obtained the Library Average (75) for Scholarship in my Department, and having received no mark of demerit for misconduct, and having been punctual in attendance, is declared to be entitled to the use of the Library, provided no objections exist on other grounds.

[Space for signature. Space for signature. Space for signature.]

b. The above certificate, dated the previous afternoon, and signed by at least three of the Professors or Tutors, whose recitations the students may have attended during the preceding two weeks, must be handed to the Librarian or Assistant Librarian at the stated time on Friday morning, together with any book belonging to the Library which the applicant may have drawn therefrom.

c. On the back of this certificate, thus dated and signed, the applicant will inscribe, in the order of his preference, the titles of any books which he may desire. He shall be entitled to the first in order not in use, unless its removal from the Library be forbidden, but in no case shall any student have more than one volume belonging to the Library at one time in his possession.

d. The books thus applied for having been selected, and recorded by the Assistant Librarian during the day, will be delivered to the applicants the same afternoon at three o'clock.

§ 104. No book shall be taken from the Library, UNDER ANY PRETENCE, BY ANY PERSON, without the authority of the Librarian or Assistant Librarian, and every book taken shall be duly recorded in a Register provided for that purpose.

§ 105. No book shall be retained by any Instructor or student for a longer period than two weeks, without renewal, except books of reference used by an Instructor in his recitation room. All books shall be returned one week before the end of the Term.

§ 106. Should any student wish the renewal of a book already in his possession, he must fulfil every requirement of the 103d section, exactly as if he desired another book, and should any application have been made for it in the meantime, his right thereto shall cease.

§ 107. The penalties for defacing, mutilating, or losing books belonging to the Library, shall, in the case of students, be as follows :

a. For defacing a book, suspension from the use of the Library for not less than one month, or more than three months, at the discretion of the Librarian, or till the injury be repaired, to be entered in the Library account.

b. For mutilating or losing a book, complete restriction from the use of the Library until the book be replaced, rebound, or repaired, as the Librarian may require.

§ 108. Any book delivered to any student or Instructor, whether text-book, book of reference, or Library book, shall

constitute a charge against him of the cost of the book, to be paid by him unless it be returned in good condition, or its loss or injury be satisfactorily accounted for to the Librarian; and in case of a student, unless the same be paid for or replaced without delay, he shall be dismissed from the Academy. In cases of gross carelessness, or wanton injury of the books, punishment shall be inflicted in addition to reparation.

§ 109. The Librarian shall report to the Executive Committee, at the end of each Term, the condition of the Library, the books injured or lost, and the persons by whom they were injured or lost.

Societies.

§ 110. No literary society shall exist in the Academy except by the permission of the Executive Committee, and their approval of the constitution thereof; and of all such societies all the members of the Faculty shall be *ex-officio* members. No student shall be a member of more than one society. Students whose standing on the Merit Roll shall be good, shall be admissible by a majority vote by ballot of all the members present, a quorum being present.

§ 111. There shall be but two such societies, and the Executive Committee may dissolve any society in the Academy.

§ 112. The meetings of the societies shall be held at such time and place as they may designate, subject to the approval of the Executive Committee, and one of the small rooms in the northeastern and southeastern corners of the Hall shall be appropriated to each society for its archives.

§ 113. On the evening of the last Friday of the examination in February, shall be held in the large Hall the exhibition of the Junior class, at which time there shall be public speaking of original compositions, by members of that class; they shall

be appointed by a resolution of the Faculty, in November in each year, from among those whose standing in the last preceding Merit Roll be not lower than "good."

Catalogue.

§ 114. In the month of September, annually, the Executive Committee shall cause to be prepared and published a Catalogue of the Officers and Students of the Academy, which shall contain the Board of Education, the Executive Committee, the Instructors and Students, the course of studies as distributed through the year, and the text-books.

AMENDMENT OF THE BY-LAWS REGULATING THE SALARIES OF TEACHERS.

§ 132. The maximum annual salaries paid to Principals and Vice-Principals in Schools, shall not exceed the following sums:

To Principals of Male Grammar Schools.....	\$1,500
" Female " " 	750
" Primary Schools or Departments.....	600
To Vice-Principals of Male Grammar Schools.....	1,100
" Female " " 	550
" Primary Schools or Departments.....	450

and no other salary shall be allowed in any Department, which shall be as great as that of Vice-Principal.

§ 133. The *aggregate* salaries of Teachers in any Ward shall not exceed a fund equal to a maximum annual salary for each Principal and Vice-Principal in said Ward, at the rates fixed in the preceding Section, and an allowance of \$13 per pupil for male grammar scholars, in Departments where the annual average attendance exceeds two hundred pupils, and \$15 per pupil, where the annual average attendance is less than two hundred pupils; \$10 per pupil for female grammar

scholars, and \$6 per pupil for primary scholars, of the sworn average of the School in said Ward for the previous year; which *aggregate* shall be divided between the different Departments and Schools in said Ward, by the Local Board thereof, except that, on an increase of attendance in any Ward, accompanied by an affirmation of the Principal or Principals, in the same form as that of the Annual Report of average attendance, and showing an increase for the preceding thirty days over the corresponding period of the previous year, the Board of Education may allow such additional appropriation as may, in their judgment, be proper.

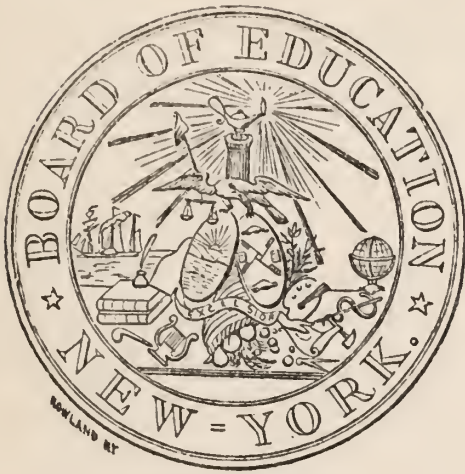
§ 134. Exclusive of the Principal and Vice-Principal, the average amount of the annual salaries paid to male Teachers in boys' Grammar Schools, shall not exceed eight hundred dollars; to female Teachers in said Schools, four hundred and fifty dollars; to Teachers in girls' Grammar Schools, four hundred dollars; and to Teachers in the Primary Schools, three hundred dollars; but no Teacher shall be included, in ascertaining such average, whose duty does not require an attendance for the whole time of every school session; nor shall the aggregate sum paid to all the Teachers in any particular Ward exceed the sum previously appropriated to such Ward.

§ 135. In all Grammar Departments in which the average attendance of the previous year has not exceeded 120, and in all Primary Schools and Departments in which said average has not exceeded 240, there shall be no allowance for salary for a Vice-Principal.

§ 136. In no Primary School or Department, known and recognized as such by this Board, shall there be employed more than one Principal and one Vice-Principal.

§ 137. The amount of salaries now paid to Teachers of Colored Schools, to Teachers of Ward Schools Nos. 31 and 52, and to Teachers of special subjects in the Ward Schools or Primaries, shall not be increased without the consent of this Board.

The Board refers, with satisfaction, to the information contained in the succeeding pages of this report, as an evidence of the manifest efficiency of our Common School system. The greatly increased number of scholars instructed over previous years shows that the blessings of education are appreciated by the whole people, which is an additional inducement to us, to perform our duties, as custodians of the intellectual and moral welfare of the children in our Public Schools, with increased earnestness and fidelity.



By order of the Board.

WM. E. CURTIS,
President.

THOMAS BOESÉ,
Clerk.



SCHEDULE No. 1.

MEMBERS OF THE BOARD OF EDUCATION

FOR THE YEAR 1861.

WARDS.

1. JAMES CAVANAGH,
JEREMIAH FITZPATRICK.
2. JARED A. TIMPSON,
WILLIAM BUCKLEY.
3. HUGH G. CROZIER,
ROBERT S. GOULD.
4. EUGENE SHINE,
JAMES LANGDON.
5. JAMES M. TUTHILL,
JAMES B. DUPIGNAC.
6. TIMOTHY BRENNAN,
PATRICK WADE.
7. DANIEL COGER,
JOHN GALVAN.
8. JOHN R. LYDECKER,
WILLIAM TUCKER.
9. CHAS. E. GILDERSLEVE,
JAMES W. FARR.
10. DANIEL SLOTE,
DAVID MILLER.
11. BENJAMIN T. RHOADS,
CHRISTIAN METZGAR.

WARDS.

12. HARVEY H. GREGORY,
JAMES MACKEAN.
13. DAVID H. GILDERSLEEVE,
THOMAS BROWN.
14. ANDREW L. BYRNE,
JOHN H. COLLINS.
15. RICHARD WARREN,
ERASTUS C. BENEDICT.
16. SAMUEL B. H. VANCE,
ORLANDO P. SMITH.
17. JOSEPH McGUIRE,
THOMAS KENNEDY.
18. WILLIAM E. CURTIS,
C. GODFREY GUNTHER.
19. PATRICK FORD,
DENIS MCCARTHY.
20. HUBBARD G. STONE,
NELSON J. WATERBURY.
21. ANDREW V. STOUT,
JOHN DAVENPORT.
22. JOHN O'KEEFE,
JAMES MARRINER.

OFFICERS OF THE BOARD OF EDUCATION.

<i>President</i>	WILLIAM E. CURTIS.
<i>Clerk</i>	THOMAS BOESE.
<i>Deputy Clerk</i>	MYRON FINCH.
<i>Finanee</i> "	GEORGE W. COOPER.
<i>Recording Clerk</i>	THOMAS T. BENNETT.
<i>Junior</i> "	JOHN G. WHITE.
<i>Depository</i> "	HENRY C. BOYD.
" "	CHARLES H. GILBERT.
" "	EDWIN COE.
<i>Porter for Depository</i>	JOHN KILLALLEE.
<i>City Superintendent of Schools</i>	SAMUEL S. RANDALL.
<i>Assistant</i> " "	HENRY KIDDLE.
" " "	SAMUEL W. SETON.
" " "	WILLIAM JONES, JR.
<i>Superintendent of School Buildings</i>	AMNON MACVEY.
<i>Inspector of Fuel</i>	JOHN E. WHITE.
<i>Messenger in Clerk's Office</i>	WILLIAM WILHELM.
<i>Janitor of the Hall of the Board</i>	EDWARD HIGGINS.

STANDING COMMITTEES OF THE BOARD OF EDUCATION.

1. *Executive Committee on Free Academy*.—Messrs. Crozier, Tuthill, Stone, Vance, Stout, Mackean, McCarthy.
2. *Executive Committee on Normal Schools*.—Messrs. Farr, O'Keefe, Gould, Lydecker, Miller, Dupignac, Gregory.
3. *Committee on Evening Schools*.—Messrs. Byrne, Slote, C. E. Gildersleve, Marriner, Timpson.
4. *Committee on Annual Report*.—Messrs. Waterbury, Fitzpatrick, Shine, Brown, Kennedy.
5. *Finance Committee*.—Messrs. Tucker, Brennan, Smith, D. H. Gildersleeve, Coger.

6. *Committee on New Schools*.—Messrs. Kennedy, Langdon, Timpson, Fitzpatrick, Vanee.

7. *Committee on Sites and School-Houses*.—Messrs. Tuthill, Marriner, Byrne, Lydecker, Shine.

8. *Committee on School Furniture*.—Messrs. Lydecker, Miller, Rhoads, Kennedy, C. E. Gildersleve.

9. *Committee on Warming and Ventilation*.—Messrs. Crozier, Gregory, Benedict, Gould, McGuire.

10. *Committee on Repairs*.—Messrs. Coger, Metzgar, McCarthy, Brennan, Brown.

11. *Committee on Supplies*.—Messrs. Davenport, Mackean, O'Keefe, Warren, Gunther.

12. *Auditing Committee*.—Messrs. Slote, Warren, Wade, Stone, Timpson.

13. *Committee on By-Laws, Rules and Regulations*.—Messrs. Waterbury, D. H. Gildersleeve, Benedict, Rhoads, Wade.

14. *Committee on Elections and Qualifications*.—Messrs. Galvan, Crozier, Gunther, Collins, Buckley.

15. *Committee on Correspondence*.—Messrs. Buckley, Collins, Gregory, Metzgar, Wade.

16. *Committee on Course of Studies and School Books*.—Messrs. Stout, Davenport, Slote, Waterbury, Benedict.

17. *Committee on Teachers*.—Messrs. Gunther, Farr, D. H. Gildersleeve, Galvan, Smith.

18. *Committee on Salaries and Offices*.—Messrs. Rhoads, C. E. Gildersleve, Byrne, Marriner, Cavanagh.

19. *Committee on Libraries*.—Messrs. McGuire, Metzgar, Ford, Langdon, Collins.

20. *Committee on Free Scholarships*.—Messrs. Cavanagh, Brown, Rhoads, Buckley, Galvan.

21. *Committee on Appeals*.—Messrs. Stout, Tucker, Brennan, Dupignac, Stone,

22. *Committee on Annual Estimate and Apportionment*.—Messrs. Benedict, Ford, Cavanagh, Miller, Farr.

COMMISSIONERS, INSPECTORS, AND TRUSTEES OF COMMON SCHOOLS.

FIRST WARD.

Commissioners.

James Cavanagh,
Jeremiah Fitzpatrick.

Inspectors.

Felix Duffy,
Louis Nolte.

Trustees.

John H. Williams,
William Jennett,
James Fitzgerald,
Patrick T. Carney,
Daniel Brophy,
James Cleary,
John Harris,
Thomas Core.

THIRD WARD.

Commissioners.

Hugh Crozier,
Robert S. Gould.

Inspectors.

Stephen E. Gardner,
Amos Stockey.

Trustees.

John L. Bleakley,
Samuel H. McCray,
Thomas Lyons,
Patrick Herrin,
J. H. Wellbrock,
John A. Gilmore,
John A. Currier.

FIFTH WARD.

Commissioners.

James M. Tuthill,
James B. Dupignac.

Inspectors.

Win. H. Johnston,
Joseph G. Harrison.

Trustees.

Andrew W. Leggat,
James S. Scofield,
Charles C. Nott,
John L. Roome,
John Besson,
Benj. R. Conklin,
William H. Gilson,
William Aymar.

SECOND WARD.

Commissioners.

Jared A. Timpson,
William Buckley.

Inspectors.

Bernard Meyer.
Vacancy.

Trustees.

Amor J. Williamson,
Joseph H. White,
Michael McGowan,
Francis H. Rhue,
Joseph Manning,
Arthur HERNANCE,
James F. Horan,
David W. Orpheus.

FOURTH WARD.

Commissioners.

Eugene Shiue,
James Langdon.

Inspectors.

Charles Kelly,
Michael Kenny.

Trustees.

Edward M. Morris,
John Shea,
George W. Casserly,
Edmund J. Kelly,
Michael Carroll,
Thomas White,
William P. Kirk,
Daniel Healy.

SIXTH WARD.

Commissioners.

Timothy Brennan,
Patrick Wade.

Inspectors.

John H. Wetjen,
William Nealis.

Trustees.

William Cantwell,
Walter Roche,
Francis O'Rourke,
Matthew Tully,
Owen Kenney,
George Pearson,
Patrick Reynolds,
John Tucker.

SEVENTH WARD.

Commissioners.

Daniel Cogger,
John Galvan.

Inspectors.

James Collins,
Andrew Martin.

Trustees.

John Witherell,
Richard Poillon,
O. W. Woodford,
William L. Wood,
John Duffy,
Richard O'Grady,
Wilson Small,
Thomas Woodward.

EIGHTH WARD.

Commissioners.

John R. Lydecker,
William Tucker.

Inspectors.

John Dixon,
Francis Fleet.

Trustees.

Joseph W. Kellogg,
Matthias Clark,
Wm. Westerfield,
Abraham T. Riker,
William F. Egan,
Emmet M. Faye,
Gershon Cohen,
Rob't W. S. Bonsall.

NINTH WARD.

Commissioners.

Charles E. Gildersleve,
James W. Farr.

Inspectors.

George F. Merkle,
James Harrison.

Trustees.

James W. Booth,
Jacob C. Bogert,
Jas. H. Townsend,
Charles S. Wright,
Henry P. See,
William H. Gedney,
Augustus F. Dow,
William W. Cornell.

TENTH WARD.

Commissioners.

Daniel Slote,
David Miller.

Inspectors.

Edward R. Holsworth,
Philip F. Smith.

Trustees.

Herman Gutman,
James M. Glover,
Cornelius Corson,
Andrew J. Kasmire,
John H. Niepoth,
Sylvester E. Nolan,
John Hayward,
Charles Schaffner.

ELEVENTH WARD.

Commissioners.

Benjamin T. Rhoads,
Christian Metzgar.

Inspectors.

John N. Cornell,
Charles Curtiss.

Trustees.

Mich'l Cunningham,
Andrew R. Jackman,

Richard L. Larremore,
Jesse J. Davis,
Tunis H. Duryea,
William C. Barber,
David J. Taff,
Andrew Storms.

TWELFTH WARD.

Commissioners.

Harvey H. Gregory,
James Mackean.

Inspectors.

S. A. Hills,
G. H. E. Lynch.

Trustees.

Charles Boice,
John Moore,
J. M. Reed,
John Scallou,
D. S. Jackson,
William Hays,
Davis Fitzgerald,
Terrance Sherridan.

THIRTEENTH WARD.

Commissioners.

David H. Gildersleeve,
Thomas Brown.

Inspectors.

Manning Merrill,
Nelson Cable.

Trustees.

John A. Flack,
George W. Thurber,
George G. Hallock,
Robert Fair,
William Gardner,
Eneas Elliot,
Charles Kostar,
John Martin.

FOURTEENTH WARD.

Commissioners.

Andrew L. Byrne,
John H. Collins.

Inspectors.

John Roberts.

Trustees.

Patrick Dolan,

Patrick Brennan,
Joseph Haggarty,
John Frecl,
Henry Manron,
Thomas Cassin,
Patrick F. Begg.

FIFTEENTH WARD.

Commissioners.

Richard Warren,
Erastus C. Benedict.

Inspectors.

Edward Robinson, Jr.,
James S. Huyler.

Trustees.

Richard C. McCormick,
Henry Panton,
James D. Oliver,
Linus W. Stevens,
William N. Blakeman,
Samuel L. Griswold,
Thomas Denny,
John M. Knox.

SIXTEENTH WARD.

Commissioners.

Samuel B. H. Vanec,
Orlando P. Smith.

Inspectors.

Richard Martin,
decai L. Marsh.

Trustees.

George P. Brown,
Milton St. John,
Aug. C. Booraem,
James Homer,
James Pollock,
William Caldwell,
John De Lamater,
Thomas Christy.

SEVENTEENTH W'RD.

Commissioners.

Joseph McGuire,
Thomas Kennedy.

Inspectors.

Michael Hahn,
J. C. Chamberlain.

Trustees.

Thomas B. Barnaby,
John Byrnes,
Geo. A. Jeremiah,
Francis Duncan,
Theodore Zoeller,
H. Herbert Williams,
Henry L. Slotc,
John Meehan.

EIGHTEENTH WARD.

Commissioners.

William E. Curtis,
C. Godfrey Gunther.

Inspectors.

Frederick E. Mather,
Michael Ryan.

Trustees.

John Foster,
James B. Brady,
Hawley D. Clapp,
Dewitt C. Weeks,
James Carson,

John Walsh,
Dennis Brennan,
Maurice J. Power.

NINETEENTH WARD.

Commissioners.

Patrick Ford,
Denis McCarthy.

Inspectors.

Charles H. Lyon,
Michael H. Maroney.

Trustees.

S. M. Drew,
John Garvey,
Michael Falihee,
Francis Stacom,
Robert McGinnis,
William Hitchman,
Daniel Gallagher,
Thomas H. McManus.

TWENTIETH WARD.

Commissioners.

Hubbard G. Stone,
Nelson J. Waterbury.

Inspectors.

Daniel S. Youngs.
Peter Farrell.

Trustees.

William C. Livingston,
Leopold Haas,
Peter Lodewick,
J. Nelson Luckey,
Thomas Maher,
John F. Williams,
James G. Dimond,
John B. Bradley.

TWENTY-FIRST W'D. T. W. Decker,
Commissioners.
 Andrew V. Stout,
 John Davenport.
 B. B. Atterbury,
 Alex. Brandon,
 E. N. Bloom,
 William L. Cogswell.

Inspectors.
 Edward C. Johnson,
 James Underhill.

Trustees.
 John Stephenson,
 James Dennis,
 B. B. Chappell,

—
 TWENTY-SECOND
 WARD.

Commissioners.
 John O'Keefe,
 James Marriner.

Inspectors.
 Ernest C. H. Stark,
 Jeremiah Crowley.

Trustees.
 John F. Betz,
 Adna H. Underhill,
 Benjamin P. Fairchild,
 Terrence Riley,
 Joseph Cudlipp, Jr.,
 John Makewen,
 John M. Helck,
 James F. Coulter.

Schedule No. 2.

*Names of Persons employed in the several Schools under the control of
the Board of Education.*

FACULTY, AND OTHER INSTRUCTORS IN THE FREE ACADEMY.

- Horace Webster, LL. D., Principal Professor of Moral, Intellectual, and Political Philosophy, and President of the Faculty.
- John Jason Owen, D. D. LL. D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature.
- Wolcot Gibbs, M. D., Professor of Chemistry and Physics.
- Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics and Secretary of the Faculty.
- John Augustus Nichols, A. M., Professor of Mixed Mathematics.
- Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.
- John Graeff Barton, A. M., Professor of the English Language and Literature.
- Jean Roemer, LL. D., Professor of the French Language and Literature.
- Augustin José Morales, LL. D., Professor of the Spanish Language and Literature.
- Adolph Werner, S. M., Professor of the German Language and Literature.
- Herman Joseph Aloys Koerner, Ph. D., Professor of Drawing.
- Robert Ogden Doremus, M. D., Professor of Natural History and Physiology.
- Joel Tyler Benedict, A. M., Professor of Pure Mathematics.
- George Washington Huntsman, A. M., Adjunct Professor of Philosophy.
- Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.
- William Bienhauer Silber, A. M., Tutor in Ancient Languages.
- Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.
- Alfred George Compton, A. M., Tutor in History and Belles-Lettres.
- Casimer Fabregou, A. M., Tutor in French.
- Samuel Gould Jelliffe, A. M., Tutor in History and Belles-Lettres.
- James Godwin, A. M., Tutor in Pure Mathematics.
- Loucién Oudin, A. M., Tutor in French.
- Solomon Israel Woolf, A. B., Tutor in Drawing.

James Knox, A. B., Tutor in Drawing.

Fitzgerald Tisdall, A. B., Tutor in Ancient Languages.

Joseph Oakley Nodyne, A. M., Librarian and Registrar.

Simon Fraser Mackie, Assistant in the Library.

Grosvenor Waters, Janitor.

Daniel McEvoy, Assistant Janitor.

TEACHERS IN THE NORMAL SCHOOLS.

Principal, - - - - - Leonard Hazeltine.

MALE NORMAL SCHOOL.

David Patterson, William H. Wood, John G. McNary.

FEMALE NORMAL SCHOOL.

Vice-Principal, - - - - Susan Wright.

John H. Fanning,	Thomas F. Harrison,	Sarah A. Bunker,
David B. Scott,	Michael J. O'Donnell,	Rosina G. Hartman,
William Belden, Jr.,	William Smeaton,	Anna Ward,
James H. Partridge,	Thomas Hunter,	Anna M. Marsh.
	Wm. H. Wood, Music.	

TEACHERS IN THE COLORED NORMAL SCHOOLS.

John Petersen, Charles L. Reason.

TEACHERS IN THE WARD SCHOOLS.

SCHOOL No. 1.

33 Rose street—Fourth Ward.

BOYS' DEPARTMENT.

John White,
 Michael H. Keily,
 Thomas Gibbons,
 Cath'e M. Fitzgibbons,
 Sarah C. Quinn,
 Mary A. O'Brien.

GIRLS' DEPARTMENT.

Mary A. Mahoney,
 Margaret C. Canary,
 Eliza McLoughlin,
 Joanna Murphy,
 Kate E. O'Brien,
 Eliza A. McInerney.

PRIMARY DEPARTMENT.

Mary A. Sweeny,
 Martha S. Brennan,
 Jane E. Irvine,
 Rose T. Martin,
 Theresa M. Gill,
 Emily A. McCallum,
 Eliza F. Carey,
 Mary F. O'Brien,
 Mary Kelly.
 Anth'y Stuckler, Music.
 Thos. Hanrahan, Janitor.

SCHOOL No. 2.

116 Henry street—Seventh Ward.

BOYS' DEPARTMENT.

Charles H. Kimball,
 Nath'l P. Henderson,
 Ardelia H. Prince,
 Margaret A. Barnum,
 Sarah A. Dunbar,
 Catharine J. Delaney,
 Maria L. Romer,
 Sarah J. Potter.

GIRLS' DEPARTMENT.

Isabel F. Richards,
 Delia F. Lockwood,
 Cath'e M. Williams,
 Sarah M. Reeve,
 Ellen F. Shipsey,
 Kate L. Brundage,
 Delia A. Masters.

PRIMARY DEPARTMENT.

Sarah Conklin,
 Eliz'h A. Blanchard,
 Eliza C. Budd,
 Adaline E. Anderson,
 Harriet A. Budd,
 Lucia M. Ritterband,
 Jane A. Smith,
 Mary E. Whikehart,
 Eliza R. Moore,
 Mary Ryan,
 Mary E. McKillop.
 George W. Pettit, Music.
 James Nolan, Janitor.

SCHOOL No. 3.

Corner of Hudson and Grove streets—Ninth Ward.

(Temporary location—boys, 40 Morton street. Girls, 57 Morton street. Primary, cor. Bedford and Christopher streets.)

BOYS' DEPARTMENT.

David Patterson,
B. D. L. Southerland,
George Brinckerhoff,
John Demarest,
Mary J. Mead,
Louisa Barton,
Mary A. Heddon,
Josephine Adey,
E. Amelia McGrath.

GIRLS' DEPARTMENT.

Isabella F. McCormick,
Elizabeth Pope,
Lizzie Cavannah,
Eliza J. Birch,
Mary J. Davis,
Jennie M. Hill,
Elizabeth Smith,
Annie Royce,
Margaret Patterson.

PRIMARY DEPARTMENT.

Mary C. Brombush,
Sarah J. Dornan,
Eliza B. Scudder,
Caroline Wilson,
Sarah M. George,
Mary Wainwright,
Mary Chisholm,
Ellen McIndoe,
Elma Lent,
Helen Dunkin.
Geo. Batchelor, French.
Chs. Severyn, Drawing.
Abraham Demarest, and
—— Coffin, Janitors.

SCHOOL No. 4.

203 Rivington street—Thirteenth Ward.

BOYS' DEPARTMENT.

J. D. Demitt,
D. B. Frisbee,
R. Raymond,
Margaret Miller,
Nancy Mosher,
Elizabeth J. Hunter,
Halina Parmenter,
Ann M. Robertson,
John C. Devoy.

GIRLS' DEPARTMENT.

Catharine White,
Jane Moon,
Albertine Cooley,
Martha A. Rhoades,
Harriet Delong,
Ann Cushing,
Jeanette A. Robertson,
Lucy A. Roberts.

PRIMARY DEPARTMENT.

Emily A. White,
Sarah E. Bertine,
Mary A. Leuba,
Mary J. Blair,
Mary J. Robinson,
Julia A. Clark,
Mary E. Gray,
Jane E. Bruen,
Mary A. Bertine,
Mary E. Galvin,
Alvina Kerr,
Mary J. Hinman,
Ann M. White.
Aug. Scofield, Gen. Ass't.
George H. Curtis, Music.
Chas. Severyn, Drawing.
Frs. Donigan, Janitor.

SCHOOL No. 5.

222, 224, and 226 Mott street—Fourteenth Ward.

BOYS' DEPARTMENT.

Michael J. O'Donnell,
 Michael A. Curran,
 Thomas Moore,
 James Toal,
 James F. Gilchrist,

GIRLS' DEPARTMENT.

Mary J. Dowlin,
 Mary J. Hunter,
 Helena Connolly,
 Emma J. Scatliff,
 Eliza A. Dalton,

PRIMARY DEPARTMENT.

Mary T. Shepard,
 Margaret A. Mather,
 Mary T. Grace,
 Mary J. Jones,
 Mary E. McGill,
 Charlotte E. Gray,
 Jane A. Gormley,
 Ellen T. Hayes,
 Kate A. Sweeney,
 Margaret M. Corley.
 George W. Pettit, Music.
 Frs. O'Ryan, Drawing.
 Peter Brulté, Janitor.

SCHOOL No. 6.

Randall's Island—Twelfth Ward.

BOYS' DEPARTMENT.

Thomas P. Okie,
 Harriet J. Craver,
 Mary E. Bryant,
 Sarah L. Payne,
 Imogene A. Collins,
 Matilda M. Garrett,
 Annie M. G. Canty,

PRIMARY DEPARTMENT.

Harriet J. Spofford,
 Margaret Hebbard,
 Mary A. Green,
 Elizabeth M. Hammond,
 Mary McMartin,
 Julia E. McKevite,
 Josephine B. Huleu,
 Susan M. Thompson.
 Andrew R. Tully, Music.
 John Campbell, Janitor.

SCHOOL No. 7.

Chrystie street, near Canal street—Tenth Ward.

BOYS' DEPARTMENT.

Samuel D. Allison,
 Jacob T. Boyle,
 Joseph H. Wiley,
 Robert B. Maclay,
 Emeline Olson,
 Clarissa A. Root,
 Harriet E. Irwin,
 Mary C. Lawrence,
 Francis Melville, Drawing.

GIRLS' DEPARTMENT.

Sarah A. Bunker,
 Isabella Stevens,
 Ellen L. Chapman,
 Mary C. Kennard,
 Catharine M. Reed,
 Mary E. Trembley,
 Elizabeth A. Coe,
 Chas. Severyn, Drawing.

PRIMARY DEPARTMENT.

Maria Reuck,
 Maggie A. Boyd,
 Mary A. T. Hamilton,
 Mary E. Robinson,
 Susan K. Vandewater,
 Amelia Sour,
 Charlotte B. Charlock,
 Helen M. Sammis,
 Maria L. Weaver,
 Martha J. Hamlin,
 Mary E. McCormick,
 Mary Stagg,
 Margaret La Barte,
 Theresa Brady.
 Geo. F. Bristow, Music,
 A. Fuster, Ger. Teacher.
 Gordon M. Florentine &
 David Knipe, Janitors.

SCHOOL No. 8.

64 Grand street, bet. Laurens and Wooster—Eighth Ward.

BOYS' DEPARTMENT.

Cornelius A. Cooper,
 Sylvester G. Penfield,
 Henry W. Hayward,
 Catharine Kane,
 Sarah E. Hopper,
 Georgiana Dugan.

GIRLS' DEPARTMENT.

Mary E. Houseworth,
 Catharine L. Conart,
 Annie Barry,
 Caroline Birch,
 Sarah E. Beers,
 Margaret H. Bouton,
 Alice M. Rollins.

PRIMARY DEPARTMENT.

Christina L. Dugan,
 Margaret Felt,
 Frances A. Stevens,
 Susan R. Brown,
 Rebecca N. Webb,
 Esther E. Griffin,
 Rebecca Kohler,
 Margaret Breen,
 Eveline D. Baird,
 Emma Baisley,
 Mary Hopper.
 Isabella Veitch, Special.
 Assistant for Ward.
 Francis H. Nash and
 Annie Eager, Music.
 Geo. W. Craft, Janitor.

SCHOOL No. 9.

82d street and Eleventh avenue—Twenty-second Ward.

BOYS' DEPARTMENT.

John D. Robinson,
 John Jasper, Jr.,
 Amelia W. Hanaway,
 Charity J. Sloat.

GIRLS' DEPARTMENT.

Maria Jasper,
 Mary Tuthill,
 Emily S. Hanaway,
 Mary J. Brennan.
 Louise W. Corbin, Drawing
 and Painting.
 Mrs. H. M. Brennan, Music.
 Alphonze Grollier, French.
 Esther Wunenberg, Janitress.

SCHOOL No. 10.

180 Wooster street, near Bleecker—Fifteenth Ward.

BOYS' DEPARTMENT.

John F. Stoddard,
 Charles J. Conway,
 Hannibal Robinson,
 Mary A. Knox,
 Emily Mead,
 Emily F. Hinton.

GIRLS' DEPARTMENT.

James M. Linsey,
 Emma L. Thompson,
 Harriet H. Peake,
 Mary Barker,
 Anna M. Wiggins,
 Adelaide Brown.

PRIMARY DEPARTMENT.

Anna M. Rogers,
 Mary A. Merritt,
 Marion A. Bliven,
 H. Amanda Irving,
 Annie B. Emerson,
 Hattie A. Keyser,
 Sarah E. Faulds,
 Margaret Sullivan,
 Ophelia Beach,
 Maria J. Noon,
 Annie A. Bliven.
 Geo. F. Bristow, Music.
 H. W. Ellsworth, Pen'p.
 J. D. Breckenfeldt, Jan.

SCHOOL No. 11.

Seventeenth street, near Eighth avenue—Sixteenth Ward.

BOYS' DEPARTMENT.

John G. McNary,
 Alonzo Hopper,
 Silas W. Randall,
 Joseph Nimmo, Jr.,
 G. Morton Mitchell,
 Vacaney,
 Margaret A. Boak,
 Agnes Jackson,
 Marion L. Young,
 Amanda F. Springstead.

GIRLS' DEPARTMENT.

Mary S. Preston,
 Serena A. Goodwin,
 Martha C. Houseworth,
 Jane A. Fleming,
 Anne E. Thompson,
 Emma Fryer,
 S. Amanda De Baun,
 Marietta Stanley,
 Sarah A. Crist,
 Margaret J. Welsh.

PRIMARY DEPARTMENT.

Abby N. Beale,
 Elizabeth Beale,
 K. Amelia De Baun,
 Mary E. Phelan,
 Harriet F. Howe,
 Phoebe Conklin,
 Mary F. Vandervoort,
 Mary A. McIntee,
 Julia De Con,
 Kate F. Ritchie,
 Helen M. Lindsay,
 Elizabeth Graham,
 Hannah S. Wingate,
 Sarah J. Speers,
 Louisa B. Ennis,
 Wilhelmine Snyder.
 J. C. Woodman, Music.
 Geo. Batchelor, French.
 James Hyatt, Teacher of
 Natural Sciences.
 Michael N. Sharp, Jan.

SCHOOL No. 12.

371 Madison street, near Jackson—Seventh Ward.

BOYS' DEPARTMENT.

John H. Fanning,
 Robert J. Furney,
 Oscar Hinchman,
 Charlotte F. Glover,
 Sophia Cook,
 Sarah Macdonald,
 Maskell E. Fox.

GIRLS' DEPARTMENT.

Anna M. Marsh,
 Mary M. Ryckman,
 Ida L. Peters,
 Sarah Ga Nun,
 Martha Moore,
 Vacaney.

PRIMARY DEPARTMENT.

Naney E. Hoyt,
 Susan A. McAuley,
 Mary J. Currier,
 Sarah A. Ball,
 Annie M. Glazier,
 Sarah L. Harris,
 Margaret V. Smith,
 Sarah G. Clarke,
 Louisa Eldridge,
 Mary L. McAuley,
 Annie E. Ryckman.
 Geo. W. Pettit, Music.
 Henry Kelly, Janitor.

SCHOOL No. 13.

Houston street, between Essex and Norfolk—Seventeenth Ward.

BOYS' DEPARTMENT.

Leonard Hazeltine,
Robert H. Pettigrew,
Nathan Upham,
Mary D. Johnson,
Mary J. McCoy,
F. E. Breuninghausen,
Louisa Bildersee,
S. Fannie Le Petite.

GIRLS' DEPARTMENT.

Georgina M. Watson,
Sarah J. De Grove,
Marietta Egbert,
Mary T. Devereaux,
Hannah A. Sill,
Phebe E. Kendall,
Isadora C. Dean,
Emma A. Knapp.

PRIMARY DEPARTMENT.

Mary L. Haggerty,
Kate L. Smith,
Annie E. Van Vorst,
Mary A. Dunbar,
Mary A. Hickok,
Frances C. Kirk,
Carrie E. Noe,
Agnes Haddon,
Kate J. Truss,
Matilda Dame,
Lydia Watson.
Francis Melville, Draw-
ing.
Aug. Vradenburg, Jan.

SCHOOL No. 14.

Twenty-seventh street, near Third avenue—Twenty-first Ward.

BOYS' DEPARTMENT.

La Fayette Olney,
George H. Albro,
David P. Austin,
Rosina G. Hartman,
Emma Turner,
James R. Pettigrew,
Susan A. Sparling,
Caroline F. Elwell,
Deziah Buckelew,
Ella F. Goodwin,
John McCullough.

GIRLS' DEPARTMENT.

Caroline F. Whiting,
Mary Kemp,
Hester Platt,
Sarah Hazeltine,
Laura Osborne,
Ellen Winchell,
Vacancy,
Sarah Burke.

PRIMARY DEPARTMENT.

Kate H. Myers,
Martha L. Doake,
Emily J. Edwards,
Annie R. Holman,
Mary A. Mills,
Harriet A. Goodnow,
Ellen J. Bacon,
Rebecca B. Dwight,
Mary D. Delavan,
Mary M. Steele,
Chloe A. Lapham,
Sarah Reins,
Mary E. Cooke,
Mary A. Kennedy,
Mary J. Oelzner.
Fra. H. Nash, Music.
Sigis. Schuster, Drawing.
John R. Miller, Janitor.

SCHOOL No. 15.

289 Fifth street—Eleventh Ward.

BOYS' DEPARTMENT.

Nathan P. Beers,
James J. McCoy,
Moulton Emery,
Martha S. Turner,
Caroline Canfield,
Annie E. Gillis,
Louisa S. Murray,
Mary L. Willis,
Kate A. Stanton.

GIRLS' DEPARTMENT.

Urania Downs,
Mary J. Patten,
Sarah Messenger,
Urania D. Secord,
Maria E. Hull,
Susan Doyle,
Adelaide Hardy,
Caroline Garvie,
Margaret Beuthel.

PRIMARY DEPARTMENT.

Mary J. Vanderhoof,
Annie E. Ketcham,
Amanda M. Carman,
Julia A. C. Cook,
Euphemia Young,
Marg't F. McCaffrey,
Sarah C. Lewis,
Jane A. Schureman,
Cornelia A. Carman,
Elizabeth Gilfillan,
Lydia A. Arkills,
Kate Thompson,
Clara Olssen,
Mary A. Phillips.
Francis H. Nash and
Geo. W. Pettit, Music.
Alf. Walchner, French.
Sarah C. Hall, Drawing.
Daniel Brown, Janitor

SCHOOL No. 16.

138, 140, 142, and 144 West Thirteenth street—Ninth Ward.

BOYS' DEPARTMENT.

Arthur Murphy,
Wm. J. Kennard,
Dayton W. Searle,
Georgiana Harriott,
Elizabeth D. Wilson,
Mary F. Degraw,
Jane B. McIndoe.

GIRLS' DEPARTMENT.

Virginia M. Oakley,
Sarah P. Browne,
Emily Seudder,
Catharine A. Jagger,
Mary J. Anderson,
Eleanor Firth,
Maria E. Combs.

PRIMARY DEPARTMENT.

Mary Oliver,
Amelia Linebeck,
Elizabeth Sleight,
Melissa Thorp,
Amelia A. Blakely,
Elizabeth Blake,
Ellen Finnegan,
Leah C. Tremper.
Jas. A. Johnson, Music.
Wm. Chenowith, Janitor.

SCHOOL No. 17.

Forty-seventh street, between Eighth and Ninth avenues—Twenty-second Ward.

BOYS' DEPARTMENT.

James Monteith,
Wm. A. E. Davis,
Dexter E. Wilbur,
Stephen J. Sedgwick,
Jerome A. Eisenlord,
Mary M. Slater
Frances J. Scarlett,
Frederick W. James,
Charles F. Hartman,
Charles T. Brush.

GIRLS' DEPARTMENT.

Amelia Kiersted,
Georgiana M. Bunker,
Caroline E. Church,
Susan C. Brick,
Agnes McCartney,
Charity Dealing,
Adeline E. Marsh,
Anna M. Hoffman,
Mary J. Swift.

PRIMARY DEPARTMENT.

Alvira S. Beach,
Mary F. McKenna,
Maria Ackerman,
Delia W. Moore,
Sarah A. Whitehead,
Louisa S. Kyle,
Caroline L. Finch,
Agnes H. Smith,
Anna M. Connor,
Elizabeth C. Burnett,
Maria T. Daly,
Marion Downs,
Mary A. Delaney,
Hen'ta M. Pagendarm,
Maria C. Forby,
Lydia M. Henry,
Adelaide Lines.
Frs. H. Nash, Music.
Alph. Grollier, French.
Louise W. Corbin, Drawing and Painting.
Ann E. Skiffington, Jan.

SCHOOL No. 18.

Fifty-first street, near Lexington avenue—Nineteenth Ward.

BOYS' DEPARTMENT.

Edward S. Worth,
Joseph W. Cremin,
Thomas E. Cody,
William O'Brien,
Wilbur F. Hudson,
Ann E. McEntee,
Bridget T. Foshour,
Margaret Hagan,
Eloise M. Hartman.

GIRLS' DEPARTMENT.

Annot A. Rutherford,
Lucy M. O'Connell,
Mary E. Trainor,
Mary J. Scanlan,
Jane Godwin,
Mary E. Peterkin,
Emma C. Wood.

PRIMARY DEPARTMENT.

Cordelia C. Rockwell,
Elizabeth A. Scanlan,
Jane M. McNespie,
Ellen R. Drew,
Julia Tully,
Annie Walsh,
Tabitha D. Corson,
Mary Dillon,
Emily C. Nevins,
He'tta L. Vredenburgh,
Julia L. Crowley,
Mary E. Donnelly,
Annie M. Holden,
Catharine A. Durkin.
Anne E. McEntee, Music.
R. Wassencheid, Draw'g.
John Ryan, Janitor.

SCHOOL No. 19.

Fourteenth street, between First and Second avenues—Seventeenth Ward.

BOYS' DEPARTMENT.

William Smeaton,
Henry C. Litchfield,
Henry S. Bellows,
Catharine A. Buckbee,
Mary J. Poor,
Irene B. Miller,
Louise H. Clark,
Rose A. Mullan,
Maria Ingram.

GIRLS' DEPARTMENT.

Caroline Hazeltine,
Mary E. Hinton,
Anna M. Hazard,
Agnes McFarland,
Emma N. Wicks,
Sarah J. Stuyvesant,
Mary Wilson,
Lizzie Turner.

PRIMARY DEPARTMENT.

Sarah E. Buckbee,
Mary C. Hepburn,
Mary H. Tompkins,
Emily M. Greenwood,
J. Edmaresa Haviland,
Anna E. Smith,
Rachel Hickok,
Ada Canfield,
Sarah B. Douglas,
Susan C. Stuyvesant,
Rhua S. Palmer,
Mary E. Waller,
Emma F. Sharrott,
Letitia Smith,
Mary E. Crowe,
Emma Ferguson.
Frs. Melville, Drawing.
John Livor, German.

SCHOOL No. 20.

Chrystie street, near Delancey—Tenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Alexander Morehouse,	Anna Ward,	Annie Thompson,
Henry W. Smith,	Margaret Tibbetts,	Ellen Seaman,
George A. Leonard,	Sarah Fisher,	Mary O. Bell,
William Maynard,	Sarah A. Haynes,	Marg't A. T. Lawrence,
Robert B. Keyser,	Lucretia Felter,	Emeline Voorhees,
Kate L. Hannah,	Matilda Davis,	Jane A. Hutchings,
Florinda Cornell,	Mary Puels,	Mary E. Topping,
Sarah B. Griffiths,	Bertha Wehle,	Lavinia J. Stratton,
Elizabeth W. St. John,	Anna McGuire.	Agnes J. Wright,
Emily M. Clark.		Sarah J. Johnson,
		Malvina M. Cairns,
		Lucretia G. Griffiths,
		Cornelia D. Banta,
		Margaret C. Coates,
		Anna U. Gordon,
		Sarah J. Olsen,
		Fanny H. Williams.
		Geo. F. Bristow, Music.
		Anton Fuster, German.
		Frs. Melville, Drawing.
		Smith Moore, Janitor.

SCHOOL No. 21.

Marion street, between Spring and Prince streets—Fourteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John Boyle,	Maria J. Sweeny,	Fanny Willoughby,
Wm. G. Raywood,	Eleanor M. Cronin,	Catharine M. Connor,
Wm. P. Byrne,	Helen C. O'Brien,	Emily T. Rice,
Edward J. Delaney,	Susan McConnellogue,	Mary Finnegan,
Ellen A. Birmingham,	Mary McLain.	Mary J. Willoughby,
Daniel C. O'Connor.		Mary O'Connor,
		Frances Burrell,
		Ellen T. Canary,
		Henrietta Magraw,
		Catharine Marrin,
		Isab'a McConnellogue.
		Geo. W. Pettit, Music.
		Francis O'Ryan, Draw'g.
		John Doran, Janitor.

SCHOOL No. 22.

Corner of Stanton and Sheriff streets—Eleventh Ward.

BOYS' DEPARTMENT.

Sidney W. Merritt,
 Samuel H. P. Meigs,
 George W. Stewart,
 Margaret Patterson,
 Sarah E. Michaels,
 Eliza B. Beilby,
 Melcena Van Etten,
 Margaret K. Cook,
 Elizabeth A. Howland.

GIRLS' DEPARTMENT.

Frances J. Murray,
 Melinda N. Clarke,
 Julia A. Bell,
 Anna M. Murray,
 Marion W. Holly,
 Cornelia Howe,
 Sarah A. Brown,
 Isabella M. McVey.

PRIMARY DEPARTMENT.

Sarah H. Keyes,
 Frances Coleman,
 Phebe Mayhew,
 Eugenia Green,
 Margaret McPhillimy,
 Sarah L. Quick,
 Elizabeth Chapin,
 Frances Webb,
 Malvinia Mosher,
 Ellen Moriarty.
 Francis H. Nash, Music.
 Alfred Walchner, French
 and German Teacher.
 Benjamin Demilt, Jan.

SCHOOL No. 23.

26 and 28 City Hall Place—Sixth Ward.

BOYS' DEPARTMENT.

William Mullany,
 Stinson McIvor,
 Bartholomew Carrick,
 John A. Carrolin,
 Alicia M. Kearney,
 Ophelia Whiteford.

GIRLS' DEPARTMENT.

Catharine Duffy,
 Mary J. Gallagher,
 Elizabeth Riley,
 Lucy E. McDaniels,
 Mary A. Ryan.

PRIMARY DEPARTMENT.

Rose O'Neil,
 Joanna Toole,
 Mary McHugh,
 Mary McDermott,
 Mary Sherin,
 Mary Quin,
 Elizabeth McCarthy,
 Leonora Crissey,
 Mary Sarsfield.
 Sigism'd Schuster, Dr'ng.
 Marcus Colburn, Music.
 Philip Hirsch, French.
 James Wymbs, Janitor.

SCHOOL No. 24.

Elm street, near Leonard—Sixth Ward.

BOYS' DEPARTMENT.

James M. Sweeny,
James P. McIvor,
Hugh P. O'Neil,
Matthew Murphy,
Frances B. Murray,
Rosa Cohen.

GIRLS' DEPARTMENT.

Margaret A. McCosker,
Honorina D. Hogan,
Jane A. Grant,
Emma A. Sweeny,
Eva Hastings.

PRIMARY DEPARTMENT.

Mary S. McDermott,
Catharine Gallagher,
Hannah E. Keating,
Mary E. Clancy,
Elizabeth O'Donnell,
Elizabeth McCormick,
Honorina R. Sweeny,
Annie Evers.
Marcus Colburn, Music.
Philip Hirsch, French.
S. Schuster, Drawing.
Wm. Gaughan Janitor.

SCHOOL No. 25.

13 Oak street—Fourth Ward.

Catharine Lynch,
Lizzie M. Faye,
Dora Purecell,
Mary A. Hurley,

Mary A. Bergman,
Harriet Watson,
Mary A. Sharp,
Anthony Stuckler, Music.

Mortimer Lyons, Janitor.

SCHOOL No. 26.

No Location.

BOYS' DEPARTMENT.

Oliver O'Donnell,
John Halpin,
Patrick C. Leamy,
Walter K. Ritch.

GIRLS' DEPARTMENT.

Kate M. Griffin,
Mary J. O'Leary,
Eleanor D. Irvine,
Marg't M. A. McCanary.

PRIMARY DEPARTMENT.

Margaret Donnegan,
Ellen M. Grogan,
Rose R. Cronly,
Catharine Dougherty,
Mary E. L. Keane,
Letitia Fitz Gerald,
Ellen McCarthy,
Margaret Joyce.
Anth'y Stuckler, Music.
Pat'k Hallinan, Janitor.

SCHOOL No. 27.

74 Oliver street—Fourth Ward.

Emily B. Sleight,
 Kate A. Evans,
 Anna Goodwin,
 Mary E. Reilly,
 Eliza Hussey,
 Elizabeth A. O'Connell,
 Mary F. Plunkett,
 Mary A. Mulvey.
 Anthony Stuckler, Music.
 Ellen Horrigan, Janitress.

SCHOOL No. 28.

40th street, bet. Seventh and Eighth avenues—Twenty-second Ward.

BOYS' DEPARTMENT.

Joseph Finch,
 Lewis M. Kolb,
 Oren R. Gross,
 James H. Hallock,
 Emile J. Beneville,
 Sarah C. Wilson,
 Barbara Gellan,
 Robert Burden,
 Henrietta Egbert.

GIRLS' DEPARTMENT.

Mary Kelly,
 Mary H. Miller,
 Mary E. McCloskey,
 Isabella Dolmage,
 Rebecca S. Lowrey,
 Isabella Dickieson,
 Agnes A. Dana,
 Mary A. Root,
 Mildred L. Johnson,
 L. W. Corbyn.

PRIMARY DEPARTMENT.

Elizabeth W. Garrett,
 Julia M. Scarlett,
 Mary M. Skiffington,
 Louise M. Osborn,
 Maria V. Graham,
 Julia M. Elliott,
 Sarah Cartwright,
 Ann E. Whitten,
 Sarah M. Kolb,
 Jane Harkness,
 Jane T. O'Brien,
 Kate Beattie,
 Jane Burt.
 Francis H. Nash, Music.
 Alph. Grollier, French.
 Mary A. Lambert, Jan.

SCHOOL No. 29.

97 and 99 Greenwich street—First Ward.

BOYS' DEPARTMENT.

Lewis W. Annan,
 Patrick W. Connolly,
 Hugh Duffy,
 Edward Schwacoffer,
 James B. Treanor,
 James H. O'Brien,
 Sarah L. Blackburn,
 Abbe A. Wright.

GIRLS' DEPARTMENT.

Caroline A. Tier,
 Caroline A. Masters,
 Ann E. Van Boskerek,
 Adaline Gates,
 Fannie E. Morrison,
 Catharine W. White.

PRIMARY DEPARTMENT.

Ellen M. Hackett,
 Sarah C. Hubie,
 Amy B. Butts,
 Elizabeth W. Carman,
 Jessie McGregor,
 Mary E. Dunican,
 Elizabeth Carroll,
 Sarah Cohen,
 Missouri G. Finley,
 Bridget T. Armstrong,
 Laura Ochs,
 Catharine J. Hazzard,
 Cath'e M. F. Conley,
 Mary A. T. Kenney,
 Mary A. J. Hunt,
 Mary A. Rice,
 Margaret C. Hassett,
 Mary C. Skelly,
 Mary E. F. Dalton,
 Elizabeth A. Murray,
 Mary A. J. Elder.
 Francis H. Nash, Music.
 Francis Melville, Dra'ng.
 Thos. Brannigan, Jan.

SCHOOL No. 39.

Baxter street, near Grand—Fourteenth Ward.

BOYS' DEPARTMENT.

E. McIlroy,
 N. Mulligan,
 J. A. Slevin,
 F. A. Gallagher,
 H. Maddin.

GIRLS' DEPARTMENT.

Catharine C. Connolly,
 Elizabeth Bossuet,
 Alice E. Gormley,
 Mary A. Muldoon,
 Mary E. Brady.

PRIMARY DEPARTMENT.

Ellen T. Ahern,
 Margaret E. Doyle,
 Hannah T. Collins,
 Eliza E. Dunn,
 Cath'e C. McCaffery,
 Mary A. L. Costello,
 Cassie J. McManus,
 Margaret E. Smith,
 Mary E. Peach,
 Elizabeth A. Bush.
 G. W. Pettit, Music.
 B. Doran, Janitor.

SCHOOL No. 31.

200 Monroe street, near Montgomery—Seventh Ward.

GRAM. DEPARTMENT, FOR BOYS AND GIRLS.	BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
John J. Anderson.	William M. Cole, John R. Ames, Sarah E. Raywood.	Henrietta Hull, Emily J. Peck, Josephine M. Norman, Adelaide Cooper.

ADVANCED PRIMARY DEPARTMENT.

Matilda Mosher,
Emma M. Cole,
Mary A. Hannah,
Susannah Lennox,
Mary S. Ketcham,
Ann A. Moore,
Ann E. Lowes,
Mary Ankers.

PRIMARY DEPARTMENT.

Mary A. Ebbets,
Catharine M. Griffing,
Sarah J. Glasier,
Catharine G. Jones,
Sarah E. Simpkins,
Mary C. Whelan,
Martin M. Ridden,
Emma Ransom.
George W. Pettit, Music.
Robert Robinson, Janitor.

SCHOOL No. 32.

Thirty-fifth street, near Ninth avenue—Twentieth Ward.

BOYS' DEPARTMENT.

T. Dwight Martin,
Wm. Menzies Adams,
Jared S. Babcock,
Justin Martin,
Richmond B. Elliott,
Janet Young,
Rosina Whiteside,
Mary Keeler,
Almira J. Danley,
M. Louise Clawson.
Amanda Huthwaite, Floating
Teach., Gram. Dep's. W. S.
32 and 33.

PRIMARY DEPARTMENT.

Kate P. Brown,
Gulietta R. Kiersted,
Josephine M. P. Hume,
Eliza Cronin,
Catharine F. Mahan,
Janette McGowan,
Margaret Adams,
Anna L. Disbrow,
Emily B. Jackson,
Henrietta Van Tine,
Mary E. Underhill,
Ellen J. Mitchell,
E. Maria Adams,
Maggie E. Farrell,
Elizabeth Gracen,
Margaret Donaldson.

Marcus Colburn (Male Dep.) } Music Teachers.
Gabriel P. Benjamin (Prim. Dep.) }
Wm. S. McLaurin (Male Dep.) Penmanship.
Hugh Turner, Janitor.

SCHOOL No. 33.

West Twenty-eighth st., bet. Ninth and Tenth avs.—Twentieth Ward.

GIRLS' DEPARTMENT.

Clara M. Edmonds,
 Mary A. Simms,
 Eliza A. Wood,
 Kate Gordon,
 Elizabeth Loveridge,
 Laura S. Porter,
 Kate H. Courtiss,
 Kate Ferry,
 Charlotte Hutchings,
 Eva C. Edmonds,
 Caroline A. Hard.

PRIMARY DEPARTMENT.

Sarah K. White,
 Harriet M. Megie,
 Sarah J. Gaddis,
 Sarah M. Gordon,
 Maria J. Thompson,
 Mary F. Thompson,
 Deborah T. Smith,
 Dorethea Dixon,
 Irene M. Gahagan,
 Charlotte Pollock,
 Mary Arnot,
 Cornelia J. Whitney,
 Louise Bammann,
 Emma L. Edmonds,
 Ad'e A. Chamberlain,
 Jennie S. Lee,
 Josephine Walker,
 Sarah Kreemer,
 Susan M. Colvin,
 Henrietta McLennan,
 M. Louise Bennett.

Sigismund Schuster, Drawing.

Marcus Colburn, Music.

Wm. S. McLaurin, Penmanship.

Charles Triglar, Janitor.

SCHOOL No. 34.

Broome street, between Sheriff and Willett—Thirteenth Ward.

BOYS' DEPARTMENT.

H. C. Martin,
 Wm. M. Jelliffe,
 Benj. Y. Conklin,
 Emily M. Appleton,
 Josephine Orr,
 Berenice J. Fitz,
 Phebe L. Laton,
 Mary E. Willis.

GIRLS' DEPARTMENT.

Harriet N. Goldey,
 Margaret C. Mikels,
 Grace A. Mayhew,
 Lucretia V. Flack,
 Emily E. McKinney,
 Sarah A. Reeves,
 Josephine Ostrander,
 Lucretia A. Tooker.

PRIMARY DEPARTMENT.

Jane Rutherford,
 Margaret F. Maguire,
 Mary J. Fairchild,
 Harriet Keeler,
 Sarah M. Norris,
 Mary A. Moore,
 Sarah M. Mayhew,
 Mary E. Case,
 Mary E. McTier,
 Sarah L. Warner.
 E. Dwight Church and
 Louisa Mosher, Gen'l
 Assistants.
 Geo. H. Curtis, Music.
 Michael Moran, Janitor.

SCHOOL No. 35.

Thirteenth street, near Sixth avenue—Fifteenth Ward.

BOYS' DEPARTMENT.

Thomas Hunter,
 Charles Gates,
 Lemuel H. Waters,
 George White, Jr.,
 Eliza J. Lee,
 Eliza M. Phelps,
 Martha J. Hawley,
 Sarah E. Heybeck,
 Arabella Field,
 Elizabeth A. Dore,
 Margaret Carlisle,
 Isabella Herring.

PRIMARY DEPARTMENT.

Jane V. Kennedy,
 Sarah L. Vanderbilt,
 Sarah C. Clark,
 Mary Weightman,
 Charlotte E. Tillman,
 Mary C. Vanderbilt,
 Kate E. Jones,
 Emma M. Baldwin.
 Geo. H. Curtis, Music.
 George Batchelor, French.
 Henry W. Ellsworth, Pen'ship.
 Samuel F. Kelrey, Janitor.

SCHOOL No. 36.

355 Ninth street, near Avenue C—Eleventh Ward.

BOYS' DEPARTMENT.

Alpheus D. Dubois,
 William Herring,
 James R. Finch,
 Catharine E. Vannoy,
 Henrietta Walters,
 Helen J. Garvie,
 Anna L. Madden,
 Susan Horton.

GIRLS' DEPARTMENT.

Lucinda W. Smith,
 Charlotte R. Wooster,
 Elizabeth A. Devereux,
 Sarah J. Crane,
 Susan McVey,
 Maria J. Dodge,
 Eliza Jackman,
 Jane E. Jones,
 Emma A. Jessup.

PRIMARY DEPARTMENT.

Euretta M. Nicholson,
 Victoria A. Huleu,
 Mary E. Eppes,
 Anna E. Turner,
 Mary E. Squires,
 Catharine A. Mitchell,
 Abbie G. Webb,
 Louisa Chasmar,
 Sarah Emily Roe,
 Jane Connolly,
 Frances C. Guion,
 Esther K. Ames,
 Emma Prentis,
 Margaret Keller,
 Sarah Patterson,
 Therenia Townsend,
 Julia Collier.
 Geo. W. Pettit, Music.
 Alfred Walchner, French.
 Jacob H. Murray, Jan.

SCHOOL No. 37.

Eighty-seventh street, near Fourth avenue—Twelfth Ward.

BOYS' DEPARTMENT.

John W. Boyce,
 William A. Owen,
 Elijah A. Howland,
 Emily Washburn,
 Margaret E. Smith,
 Helen Bell.

GIRLS' DEPARTMENT.

Harriet A. Duncan,
 Emma P. Sanford,
 Elizabeth Lawson,
 Mary E. Elting,
 Christina W. Cox,
 Kate De Forest,
 Mary Van Dyke.

PRIMARY DEPARTMENT.

Eleanor M. Geary,
 Theresa L. Green,
 Sarah J. Linderman,
 Margaret Williams,
 Margaret A. Porter,
 Mary W. Inness,
 Kate Hart,
 Mary J. Lord,
 Fanny Carpentier.
 Edw. C. Riley, Music.
 Peter Blot, French.
 Cath'e Conklin, Janitress.

SCHOOL No. 38.

Clarke street, near Broome—Eighth Ward.

BOYS' DEPARTMENT.

J. Elias Whitehead,
 Charles W. Lord,
 Joseph Harcastle,
 Wm. Henry Post,
 Henrietta Forbes,
 Eliza A. Hannon,
 Caroline A. Esterly,
 Mary F. Burgyes,
 Frances Soper.

GIRLS' DEPARTMENT.

Cordelia Chadeayne,
 Mary A. Downs,
 Frances C. Church,
 Sarah A. Love,
 M. Matilda Mayer,
 Mary E. Nelson,
 Mary B. McClure,
 Charlotte A. Jones,
 Mary R. Simpson.

PRIMARY DEPARTMENT.

Emily B. Hunt,
 Harriet E. Hindes,
 Victorine St. Crasper.
 Adeline E. Roberts,
 Jane C. Baird,
 Jane Sandford,
 Mary A. Nash,
 Mary E. Fairgrieve,
 Julia M. Lobdell,
 Charlotte A. White,
 Annie S. Dibben,
 Elizabeth Holdway,
 Pauline L. Conart.
 Josephine E. Stuyvesant,
 Spec. Assistant.
 S. Schuster (Male Dep.)
 Drawing.
 Francis H. Nash (Male
 and Fem. Dep.) Music.
 Annie Eager (Pr. Dep.)
 Music.
 Alphonse Grollier (Fem.
 Dep.) French.
 Wm. S. McLaurin (Fem.
 Dep.) Penmanship.
 Elias Updike, Janitor

SCHOOL No. 39.

*One Hundred and Twenty-fifth street, between Second and Third avenues—
Twelfth Ward.*

BOYS' DEPARTMENT.

Jacob S. Warner,
Charles McGregor,
S. Almina Allen,
Mary V. Lockwood,
Frances C. Lynch.

GIRLS' DEPARTMENT.

Maria S. Kenyon,
Anna Lockwood,
Martha Washburn,
Isabella J. Johnson,
Sarah B. Rogers.

PRIMARY DEPARTMENT.

Mary A. Freeman,
Priscilla Brass,
E. Adelaide Freeman,
Angeline F. Simpson,
Adelia M. Meeker,
Edna Gardner,
Harriet E. Dewey,
Annie E. Johnston.
And. R. Tully, Music.
Peter Blot, French.
Rachel Knox, Janitress.

SCHOOL No. 40.

Twentieth street, between First and Second avenues—Eighteenth Ward.

BOYS' DEPARTMENT.

David B. Scott,
George W. Harrison,
Vacancy,
John H. Myers,
William M. Baker,
George H. Moore,
Jane M. Greacen,
Mary J. Lennon,
Frances H. P. Meginley,
Anna E. Moss,
Louisa E. Greene,
Maria L. Raiman.

PRIMARY DEPARTMENT.

Charlotte C. Wray,
Elizabeth A. Wilkinson,
Martha McFarland,
Mary E. Carroll,
Deborah A. Bisco,
J. Anna Spencer,
Sophia Christie,
Eliza Graham,
Mary E. Smith,
Jennie W. Miller,
Stella V. Hough.
Geo. H. Curtis, Music.
Eugene Cantel, French.
William H. Whitford, Janitor.

SCHOOL No. 41.

Greenwich avenue, opposite Charles street—Ninth Ward.

BOYS' DEPARTMENT.

Thomas F. Harrison,
 Josiah H. Zabriskie,
 J. Frank Wright,
 George F. Wickes,
 Editha L. Ashby,
 Abby M. Burton,
 Vacancy,
 Helen Oakley,
 Jane Carpenter.

GIRLS' DEPARTMENT.

M. Louisa Scott,
 Jennie V. Ranney,
 Mary J. Topping,
 Emma J. Hills,
 Mary E. Harriott,
 Fannie F. Maltbie,
 Annie A. French,
 Mary A. Carey,
 Sophronia Morehead.

PRIMARY DEPARTMENT.

Susanna P. Whitney,
 Catharine M. Fagan,
 Mary Crowell,
 Mary A. Connolly,
 Louisa S. Cole,
 Emily Golder,
 Jane E. Fagan,
 Adaline Ellison,
 Annie Scudder,
 Marion Root,
 Mary Wells.
 Jas. A. Johnson, Music.
 Geo. Batchelor, French.
 Chas. Severyn, Drawing.
 Rob't Nevin and Martha
 Morehead, Janitors.

SCHOOL No. 42.

Allen street, near Canal—Tenth Ward.

BOYS' DEPARTMENT.

Elisha L. Avery,
 John Walsh,
 Henry McGregor,
 Geo. W. Van Sielen,
 Alex. D. Stratton,
 M. Antoinette Megie,
 Jennima Reed,
 Isabella Iles,
 Emeline Sproull.

GIRLS' DEPARTMENT.

Caroline Hopkins,
 Anna L. Post,
 Sarah E. Conrad,
 Catharine V. Davis,
 Fannie Hollingshead,
 Mary E. Woolley,
 Martha J. Austin,
 Emma D. Hill.

PRIMARY DEPARTMENT.

Mary E. Ewen,
 Elizabeth Tharp,
 Pauline L. Loss,
 Matilda Berry,
 Ellen F. Culver,
 Permelia Hart,
 Mary E. Miller,
 Rebecca C. Hiltman,
 Hannah Mount,
 Almira Gassner,
 Sarah E. S. Dunn,
 Maria Daga,
 Maria Melvin,
 Anna Conrad,
 Ada J. Brown,
 Mary Beebe,
 Mary C. Wright.
 Geo. F. Bristow, Music.
 Dr. A. Fuster, German.
 Frs. Melville, Drawing.
 George Reed and David
 Kuipe, Janitors.

SCHOOL No. 43.

*One Hundred and Twenty-ninth street, cor. Tenth avenue, Manhattanville—
Twelfth Ward.*

BOYS' DEPARTMENT.

Timothy W. Kennedy,
Christina M. Kinnaird,
Elizabeth M. Kinnaird,
Rose Colgan.

GIRLS' DEPARTMENT.

Barbara H. McDonald,
Eliza R. Knapp,
Sarah A. Adams,
Augusta A. Schwartz,
Annie B. Brown.
Edward C. Riley, Music.
Peter Blot, French.
Nancy A. Lally, Janitress.

SCHOOL No. 44.

Corner of North Moore and Varick streets—Fifth Ward.

BOYS' DEPARTMENT.

Wm. Belden, Jr.,
Thomas W. Conklin,
Oscar S. Howe,
Samuel Morehouse,
Schuyler Clark,
Eliza H. Burr,
Sarah A. Cunningham,
Clara Hopps,
Sarah T. Bates,
Anna E. Evans,
Josephine Van Alstyne,
James T. Bates.

GIRLS' DEPARTMENT.

Jane A. A. Ebbetts,
Helen G. Morgan,
Margaret C. Cornell,
Fannie K. Lewis,
Frances E. Smith,
Mary V. Seaman,
Harriet M. Kopper,
Emma Vreeland,
Annie M. Francis,
Gertrude L. Simpson,
Lucy D. Morehouse,
Sarah F. Miller.

PRIMARY DEPARTMENT.

Catharine E. Connelly,
Hannah E. Tappen,
Mary C. Tate,
Josephine E. Robbins,
Julia Norris,
Annie M. Franklin,
Eliza M. Reynolds,
Marietta M. Beatty,
Harriet A. Baxter,
Fannie E. Dorman,
Eliza A. Jackson,
Helen B. Copping.
Ada Thompson, Draw'g.
Geo. F. Bristow, Music.
Jacob T. Bergen, French.
Rob't L. Waterbury, Na-
tural Philosophy.
Robert L. Strachan, Jan

SCHOOL No. 45.

Twenty-fourth street, between Seventh and Eighth avenues—Sixteenth Ward.

BOYS' DEPARTMENT.

Thomas Foulke,
Nelson B. Bartram,
C. Wesley Morse,
Joseph W. Bell,
Sarah Stewart,
Julia Hostin,
Mary A. Colston,
Jane A. Pullis,
Ellen D. Traphagen,
Matilda Holton,
Jane Caldwell.

GIRLS' DEPARTMENT.

Adelaide Hawley,
Annie E. Fowler,
Susan M. Parr,
Emma C. Heath,
Matilda L. Stopp,
Anna A. Rogers,
Margarat A. Coleman,
Mary E. Hutchison,
Emma S. Burger,
Amelia C. Green,
Kate Towers.

PRIMARY DEPARTMENT.

Emily Kennedy,
Sarah E. Coley,
Emily R. Grafton,
Adeline V. Sutton,
Jane White,
Mary E. Bishop,
Jennie Barton,
Amy B. Lane,
Eliza C. Donahue,
Ellen J. Clark,
M. Theresa Pack,
Rosetta Harcourt,
Ella E. Bean,
Emma L. Gendar,
Mary E. Tate,
Fannie C. Tryon,
Mary H. Ewart.
Francis Melville, Dr'ing.
Frs. H. Nash, Music.
James Hyatt, Natural
Science.
William Schutt, Janitor.

SCHOOL No. 46.

One Hundred and Fifty-sixth street and Broadway—Twelfth Ward.

BOYS' DEPARTMENT.

John C. Graff,
 Maria C. Jennings,
 Laura Tone,
 Deborah Sanford.

GIRLS' DEPARTMENT.

Matilda M. Landon,
 Mary H. Hammond,
 Eugenia Schwartz.
 Peter Blot, French.
 Edward C. Riley, Music.
 Thomas Norsworthy, Janitor.

SCHOOL No. 47.

Twelfth street, near University Place—Fifteenth Ward.

SENIOR DEPARTMENT.

Lydia F. Wadleigh,
 Lavinia M. Holman,
 Mary Swift,
 Julia A. Willard,
 Susan M. Van Amringe,
 Alantha P. Pratt,
 Annie Wolcott,
 Sarah A. Corwin,
 Honorine Chaurand.

JUNIOR DEPARTMENT.

Aroline C. Hall,
 Sarah A. Woodward,
 Margaret Dornan,
 Josephine H. Sheldon,
 Emma McMann,
 Jane R. Adams,
 Fannie E. Robjohn,
 Elizabeth Jackson,
 Mary E. Osborne.

PRIMARY DEPARTMENT.

M. Louise Geer,
 Miriam Carpenter,
 Agnes Turnbull,
 Kate Requa,
 Frederica B. Moran,
 Lucy Porter,
 Harriet R. Waters,
 Mary A. Smith,
 Margaret Upton,
 Marie Guillaudeu.
 Geo. F. Bristow, Music.
 Honorine Chaurand,
 French.
 H. W. Ellsworth, Pen-
 manship.
 Geo. Weightman, Jan.

SCHOOL No. 48.

70 West Twenty-eighth street, near Sixth avenue—Twentieth Ward.

BOYS' DEPARTMENT.

James H. Partridge,
Hugh Carlisle,
Charles F. Olney,
Thomas Crowther,
Madeline S. McKibbin,
Esther E. Manning,
Hannah E. Jacobus,
Elvira E. Neville,
Mary W. Lowrey.

GIRLS' DEPARTMENT.

Isabella Hill,
Margaret S. Arnout,
Philindia Woodruff,
Julia A. Ludlum,
Mary E. Ingersoll,
Margaret Stewart,
Cordelia G. Harwood,
Mary A. Colwell,
Sarah C. Bostwick,
Olive S. Ballou,
Angelique Smith.
Eliza Hoffman, Gen. As't
for Gram. Dep.

PRIMARY DEPARTMENT.

Margaret Keown,
Marion Blair,
Eliza M. Dyke,
Mary E. Nunns,
M. Isadora Findley,
Laura E. Agar,
Catharine M. Botts,
Phebe E. Brooks,
Mary Martin,
Emma V. Taylor,
Elizabeth Beer,
Geraldine G. Harmon,
Emily E. McCallum,
Hannah A. Jollic,
Emma E. Van Veghten,
Margaret M. Post,
Jemima Walker,
Mary E. Dennett,
Eliza A. Hooks,
Mary C. Bassford,
Mary A. Gaunt.
Marcus Colburn, Music.
Sig. Schuster, Drawing.
William S. MacLaurin,
Penmanship.
Terence Maguire, Jan.

SCHOOL No. 49.

Thirty-seventh street, near Second avenue—Twenty-first Ward.

BOYS' DEPARTMENT.

William H. Wood,
 Samuel M. Perkins,
 Abner B. Holley,
 John S. Spragg,
 Josephine M. Rogers,
 Sarah A. Acheson,
 Julia St. John,
 Martha A. Smith,
 Louise D'Orsay,
 Elizabeth A. Martin,
 Arch. Erskine (float.)

GIRLS' DEPARTMENT.

Frances E. A. Guteh,
 Laura E. Leal,
 Helen B. Hunter,
 Frances E. Feeks,
 Emma Fitch,
 Rosa Famariss,
 Mary Ladd,
 Jane Fulton,
 Emeline B. Johnston,
 Caroline A. Moss.
 Arch. Ferguson (Calis-
 thenics.)

PRIMARY DEPARTMENT.

Julia S. Clark,
 S. Victoria Walsh,
 Sarah F. Buckelew,
 Kate A. Wilson,
 Emma Husted,
 Isabella Castell,
 Sarah A. Adams,
 Louisa D. Sartor,
 Marianna W. Clark,
 Fannie Merritt,
 Maria F. Whittemore,
 Mary A. Compton,
 Mary Jackson,
 Mary Haines,
 Emma C. Feeks,
 Mary J. Barnes,
 Elsie Parkhurst
 Em. B. Elwell (float.)
 Samuel Sturgeon, Jan'r.

SCHOOL No. 50.

Twentieth street, near Second avenue—Eighteenth Ward.

GIRLS' DEPARTMENT.

Letitia Mathews,
 Mary A. Mathews,
 Ellen Hloyt,
 Catharine J. Decker,
 Caroline B. Cornell,
 Adeline W. Farless,
 Martha Miller,
 Margaret Magilton,
 Annie Kelly,
 Sarah O. Haviland,
 Isabella Barr,
 Sarah E. Stainburn,
 Mary J. Christie,
 Helen E. Sudlow.

PRIMARY DEPARTMENT.

Susan Wright,
 Mary Talbert,
 Kate Kennelieu,
 Mary J. Moran,
 Mary A. Crothers,
 Charlotte A. Halstead,
 Kate E. Hartt,
 Lavinia M. Purdy,
 Charlotte F. Crandall,
 Theresa Hicks,
 Anna C. Fisher,
 Mary L. Croft,
 Elizabeth A. Mead,
 Mary A. Taylor,
 Sarah E. Holden.
 Geo. H. Curtis, Music.
 Cecilia Devill, French.
 Ann Tooker, Drawing

Samuel M. Bloomer, }
 Ellen Whalen, } Jan's.

SCHOOL No. 51.

Forty-fourth street, bet. Tenth and Eleventh avenues—Twenty-second Ward.

PRIMARY DEPARTMENT.

Vacancy.

Margaret Walsh,
Am'da M. Mildeburger,
Margaret A. Fox,
Mary E. Kelly,
Eliza Sisk,
Amelia Craft,
Lydia Conover,
Mary A. Comaskey,
Feliciana L. Connor,
Amelia Carey,
Hollen E. Elliott,
Mary E. Pagendarm,
Maria Robison,
Francis O'Reilly,
Caroline Dressner,
Elizabeth A. Redding.
Mrs. Mary Riley, Jan.

 SCHOOL No. 52.

Corner of Kingsbridge Road and Two Hundred and Sixth street—Twelfth Ward.

Gillespie Miller,
Margaret J. Parr,
Amelia De Lancey,
June Flitner.
Edward C. Riley, Music.
Peter Blot, French.
Isaac Vermilyea, Jan.

PRIMARY SCHOOLS.

No. 1.

Ludlow street, near Delancey—Tenth Ward.

BOYS' DEPARTMENT.

Susan M. Drinker,
 Margaret McCaffrey,
 Bridget Harrison,
 Mary J. Taylor,
 Mary Vandewater,
 Emeline Hook,
 Elizabeth McKeachnie,
 Kate Kimber,
 Mary Kerrigan,
 Margaret Courtney.

GIRLS' DEPARTMENT.

Mary J. King,
 Mary V. Stevens,
 Margaret T. Johnson,
 Mary G. King,
 Henrietta V. Chambers,
 Kate T. Clark,
 Isabella V. Van Cott.
 Mary Jones, Music.

No. 2.

103 Bayard street—Sixth Ward.

BOYS' DEPARTMENT.

Sarah A. Foster,
 Jane T. McInroy,
 Mary E. Feirty,
 Margaret A. Riley.

GIRLS' DEPARTMENT.

Anna Mahoney,
 Cath's H. M. Mulrooney,
 Mary Lawlor,
 Ellen Maguire,
 Ellen Lawlor.
 Eliza Hennessey, Janitress.

No. 3.

Cannon street, bet. Rivington and Stanton—Eleventh Ward.

Phebe A. Walters,	Rose A. Murray,	Rosalie C. Southworth,
Joanna E. Messenger,	Alice L. Donohue,	Phebe Murdock.
Lucy A. Slote,	Hannah A. Philips,	Mary Reminger, Jan.

No. 4.

Discontinued.

No. 5.

Fourth street, near Avenue C—Eleventh Ward.

Helen J. Nicholson,	Sarah Gibberson,	Mary F. Flanagan,
Henrietta Fisk,	Sophia Little,	Julia P. Orton,
Julia C. Flanagan,	Susan Crummy,	Anna Bunce,
Sarah Ryno,	Jane Alexander,	Joanna Randall,
Eleanor M. Magee,	Mary Burrows,	Margaret Donahue.
Mrs. Lucinda Sammis, Janitress.		

No. 6.

61 Thompson street—Eighth Ward.

Emma C. Smith,	Annie Carlile,	Hester J. Manwaring.
Sarah Smith,	Juliet Pearson,	Martha W. Terry, Sp.
Angelean Willett,	Adele Wilson,	Winifred Ruddy, Jan.
Anna Mitchell,	Isabella Craig,	

No. 7.

174 West Tenth street, near Washington—Ninth Ward.

BOYS' DEPARTMENT.

Hester Dorsett,
Isabella Young,
Lavinia Hopper,
Margaret J. Chalmers.

GIRLS' DEPARTMENT.

Elizabeth E. Mead,
Phebe A. Birdsall,
Cornelia Sleight,
Joanna Emmons.

Ellen Kennedy, Janitress.

No. 8.

62 and 64 Mott street—Sixth Ward.

Anna C. McHugh,	Elizabeth Wagner,	Hannah Phillips,
Kate A. McHugh,	Elizabeth McHugh,	Honora Gallagher.
Sophia D. Hunter,	Madeline Scherdlin,	M. F. Colburn, Music.
Mary McCauley,	Alice M. Baurens,	Anne Hart, Janitress.

No. 9.

Basement of Church, 42 First street—Seventeenth Ward.

Kate A. Rogers,	Ellen McLean,	Jennie Ingram.
Matilda Hoogland,	Mary E. Vanderhoof,	Joseph L. Kellogg, Jan.
Mary A. Smith,	Louisiana Lawrence,	

No. 10.

Cannon street, near Broome—Thirteenth Ward.

Ernestina F. Moll,	Elizabeth A. Wilson,	Caroline E. Fisher.
Sarah A. Montague,	Eliza A. Maher,	Mary J. Kinnin, Jan.
Mary E. Rhoades,	Caroline M. Tracy,	

No. 11.

463 Greenwich street—Fifth Ward.

Elizabeth B. Wright,	Mary Sherwood,	Jane Adair,
Clementine Palmer,	Matilda M. Vesey,	Margaret Bensel,
Jane A. Tuthill,	Elizabeth Macdonough,	Sarah T. Carpenter.
	Robert Strachan,	Janitor.

No. 12.

114 West Twentieth street, near Seventh avenue—Sixteenth Ward.

Olley Pack,	Margaret McGregor,	Cornelia Schureman.
Agnes E. Johnson,	Kate Gregg,	Mary Reid, Janitress.
Mary Johnson,	Jane Ure,	

No. 13.

Downing street, near Bleecker street—Ninth Ward.

Maria L. Roome,	Sarah C. Carpenter,	Harriet N. Day
Sarah R. M. Lake,	Mary E. McKee,	Annie S. Simpson.
M. Louise Wright,	Anna A. McCoy,	Char'e Butterworth, Jan.

No. 14.

Building not finished.

No. 15.

No. 3 Stone street—First Ward.

Caroline S. Whitlock,	Jane E. Warts,	Helen L. Snow,
Georgiana R. Finley,	Sarah E. Hoffmire,	Joseph A. M. Spiker.
	Mary Joyce, Janitress.	

No. 16.

Demilt Dispensary, Twenty-third street and Second avenue—Eighteenth Ward.

Julia Lispenard,	Sarah E. Crouchley,	Susan Cloherty.
Eleanor E. Taylor,	Mary L. Stodart,	Richard O'Neill, Janitor.
Emma Miller,	Emma Noxon,	

No. 17.

Corner of Eighth avenue and Forty-third street—Twenty-second Ward.

Frances M. Finch,	Louisa J. Orrell,	Harriet M. Kyle.
Olive C. Smith,	Susan Odell,	Mrs. Blackhurst, Janit'ss.
Adaline Wunnenburg,	Martha J. Hunter,	

No. 18.

189 Waverley Place, near Bank street—Ninth Ward.

Jane Walker,	Isabella Williams,	Mary Sands, Janitress.
Kate Radan,	Helen Erlacher.	

No. 19.

233 West Eighteenth street—Sixteenth Ward.

BOYS' DEPARTMENT.

Lucretia E. Macguire,
 Sarah L. Moore,
 Maria F. Peirce,
 C. Cecilia Carey,
 Mary C. Lewis,
 Mary D. Armstrong,

GIRLS' DEPARTMENT.

H. A. McCormick,
 Emily Meredith,
 Cath'e F. R. Crowell,
 Ellen Walsh,
 Marie Annie Curry,
 Henrietta T. Whitehead.

Maria Kennedy, Janitress.

No. 20.

187 Broome street, near Clinton street—Thirteenth Ward.

Mary Holbrook,	Juliet B. De Long,	Emma E. G. Lacour,
Caroline H. Appleton,	Mary A. Tremper,	Susie E. Alexander,
Mary E. Northrip,	Lizzetta J. Shurlock,	Sarah P. Moon,
Mary J. Smith,	Ele'a A. McDermott.	Mary E. Townly.

Charles Stites, Janitor.

No. 21.

Rivington street, near Goerck—Thirteenth Ward.

BOYS' DEPARTMENT.

Sarah J. Hatfield,
 Caroline G. Haff,
 Helen C. Duffy,
 Frances B. Meeks,

GIRLS' DEPARTMENT.

Sarah A. Fowler,
 Fanny L. Requa,
 Angelina Mosher,
 Mary J. Boyle.

Rosanna Morgan, Janitress.

No. 22.

Corner Ninth street and First avenue—Seventeenth Ward.

Emily E. Cornell,	Margaret A. Gannon,	Jessie E. Rogers,
Corn'a W. Brinckerhoff,	Annie M. Power,	Euphemia J. Acheson,
Elizabeth Jones,	Kate L. Bush,	Mary O. Davis.
Mary H. Buckbee,	Cornelia Hoogland,	Jacob D. Young, Janitor.

Eleventh street, between Third and Fourth avenues—Seventeenth Ward.

Margaret Chirney,	Angelina Goodenough,	Emily Perham.
Eliza R. Goodenough,	Teresa Dunne,	Moses D. Benjamin, Jan.

Horatio street, near Hudson—Ninth Ward.

Mary Waterbury,	Frances A. Megary,	M. Antoinette Barrett,
Anastasia H. Wixon,	Adelaide D. Boyce,	Anna Bell Lockwood.
Elizabeth S. Wandell,	Emily Browne,	Mary Hunt, Janitress.
Eliza J. Swinson,	Charlotte E. Gamble,	

545 Greenwich street—Eighth Ward.

BOYS' DEPARTMENT.

Mary E. Renville,
Mary F. Gurnee,
Susan A. Birmingham,
Susannah P. West,
Eliza Mullen,

GIRLS' DEPARTMENT.

Margaret J. Downs,
Ellen Smith,
Jane G. Hill,
Jannette Jollie,
Isabel Tilson.

Eliza Allen, Janitress.

Eighty-fourth street, between Third and Fourth avenues—Nineteenth Ward.

Annie E. Geary,	Margaret F. McIntyre,	Anastasia Mahoney.
W. M. Bonesteel,	Georgiana C. Geary,	Mrs. Barry, Janitress.

No. 27.

Thirty-seventh street, near Tenth avenue—Twentieth Ward.

Annie M. Dunn,	Annie Hollister,	M. Jennie Updike,
Amanda M. House,	Nancy Mott,	Mary E. Green,
Mary M. Holmes,	Kate L. Sims,	Jennie Mastin.
Eliza J. Beatty,	Sarah Young,	Gab. P. Benjamin, Music.
Mary V. McCusker,	Fanny C. Vinton,	Sam'l C. Haight, Janitor.
Lizzie F. Lawrence,	C. Frederika Miller,	

No. 28.

Corner of Second avenue and Twenty-third street—Eighteenth Ward.

Mary B. Cooley,	Jennie McFarland,	Mary J. Farmer.
Almira L. Knapp,	Annie M. Reynolds,	Thomas J. Darling, Jan.
Harriet A. Youngs,	Jennie A. Cole,	

No. 29.

Nineteenth street, between First avenue and Avenue A—Eighteenth Ward.

Sarah A. Bodine,	Irene Winchell,	Florence D'Orsay,
Myra J. Hibbard,	Harriet J. Brown,	Annie Byrdsall,
Eliza E. Anderson,	Isabella E. Disbrow,	Sarah Burd,
Sarah A. Cole,	Mary E. Sudlow,	Jonathan Whitaker, Jan.
Jane A. Garthwaite,	Catharine Kerr,	

No. 30.

Ward's Island—Twelfth Ward.

Susan F. R. Jackson.	Mary Gildersleeve.
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No. 31.

276 Second street—Eleventh Ward.

Ellen F. Holly,	Belinda Williamson,	Sarah M. Hewlett.
Anna W. Birdsall,	Julia J. Pethick,	Marg't Donnelly, Janit's.
Kate T. Moriarty,	Hanna Cromer,	

No. 32.

One Hundred and Eighty-second st., nr. Kingsbridge Road—Twelfth Ward.

Henr'ta M. C. Lennon,	Fannie E. Tone,	Edward C. Riley, Music.
Frances E. Burke,	Mary G. Moore.	Mrs. O'Blennis, Janitress.

No. 33.

62 Varick street—Fifth Ward.

Francis A. Comstock,	Josephine L. Hope,	Mary J. Moorhouse,
Marie S. Case,	Hannah J. Taylor,	Harriet J. Packard.
Elizabeth T. Macrink, Janitress.		

No. 34.

John street, between Nassau and William—Second Ward.

Olivia D. Messler,	Emily T. Wharam,	Carrie I. Kent.
Eliza Reynolds,	Margaret Beyrer,	David Wyatt, Janitor.

No. 35.

Sixty-seventh street, near Broadway—Twenty-second Ward.

Sarah A. Young,	Sarah A. Fick,	Eliza Daly, Janitress.
Sophie M. Adler,	Ellen T. Leddy.	

No. 36.

Forty-first street, between Lexington and Third avenues—Nineteenth Ward.

Margaret H. Walsh,	Julia M. Joyce,	Maria I. Cody,
Kate Byrne,	Emily R. Graham,	Eliza M. O'Shea
Catharine Carr, Janitress.		

40 *Robinson street—Third Ward.*

Mary A. Smith,	Lida Thompson,	Ellen Dennehy.
Mary T. Gibbons,	Mary Reuber,	Bridget Connelly, Jan's.

COLORED SCHOOLS.

No. 1.

135 *Mulberry street—Fourteenth Ward.*

BOYS' DEPARTMENT.

John Peterson,
Peter H. Loveridge,
Peter S. Ewell,
Wright Seaman, Jr.,
John W. Jacobs.

GIRLS' DEPARTMENT.

Eliza Gwynne,
Mary A. Griffin,
Mary F. Allen,
Rhoda S. Ledgers,
Cath'e A. Thompson.
George W. Pettit, Music.
Jane Treadwell, Janitress.

No. 2.

51 and 53 *Laurens street—Eighth Ward.*

BOYS' DEPARTMENT.

Ransom F. Wake,
John R. Porter,
Emily Thomas.

GIRLS' DEPARTMENT.

Fanny Tompkins,
Caroline Hamilton,
Helen Clow,
Ritta E. Johnson,
Catharine White.

PRIMARY DEPARTMENT.

Sarah Ennals,
Catharine Harley,
Angeline Dawley,
Ann E. Symonette.
Samuel Waldron, Music.
Robert Hamilton, Music.
Caroline Lappi, Janit'ss.

No. 4.

*One Hundred and Twentieth street, between Third and Fourth avenues—
Twelfth Ward.*

GIRLS' AND BOYS' DEPARTMENT.

Caroline W. Groves,

Caroline W. Groves, Janitress.

PRIMARY DEPARTMENT.

P. Collins Groves.

No. 5.

101 Hudson street, corner of Franklin—Fifth Ward.

Eliza D. Richards,

Elizabeth J. Graham,

Gertrude Carter, Janitress.

Harriet A. Caw,

Julia A. E. Wood.

No. 6.

1325 Broadway—Twentieth Ward.

GRAMMAR DEP'T (BOYS AND GIRLS.)

Charles L. Reason,

Helen Appo,

Delia Stuart, Janitress.

PRIMARY DEP'T (BOYS AND GIRLS.)

Mary H. Anderson,

Mary E. Eato.

No. 7.

98 West Seventeenth street—Sixteenth Ward.

BOYS' AND GIRLS' DEPARTMENT.

Charlotte S. Smith,

Mary E. Williams,

Sarah A. Douglass,

Adeline Ogden,

Serena Rock.

Diana McCrea, Janitress.

COLORED PRIMARY SCHOOLS.

No. 1.

(Altered to Ward Colored School 7.)

No. 2.

Rear of Methodist Church (German), Second st., nr. Avenue C—Eleventh Ward.

Mary E. Robbins, Ellen L. Tredwell,
Ellen L. Tredwell, Janitress.

No. 3.

Rear of German Methodist Church, Second st., near Avenue C—Eleventh Ward.

George H. Greene, Albert J. Ewell.
Albert J. Ewell, Janitor.

Schedule No. 3.

Showing the length of time each School has been kept open, and the Average Attendance, and the Whole Number Taught in the several Schools, as appears from the Annual Returns for the year ending Dec. 31, 1861.

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 1.				
Boys' Department,	300	109	309	} Fourth Ward, 33 Rose street.
Girls' do.	310	108	249	
Primary do.	310	254	690	
School No. 2.				
Boys' Department,	438	241	487	} Seventh Ward, 116 Henry street, near Pike.
Girls' do.	438	198	437	
Primary do.	438	503	1226	
School No. 3.				
Boys' Department,	438	323	675	} Ninth Ward, cor. of Hudson and Grove streets.
Girls' do.	410	333	735	
Primary do.	438	483	1274	
School No. 4.				
Boys' Department,	438	214	461	} Thirteenth Ward, 203 Rivington st., near Ridge.
Girls' do.	438	243	495	
Primary do.	438	680	2048	
School No. 5.				
Boys' Department,	434	138	485	} Fourteenth Ward, 222 Mott street.
Girls' do.	437	90	239	
Primary do.	436	394	1256	
School No. 6.				
Boys' and Girls' Departments,	436	226	793	} Twelfth Ward, on Randall's Island.
Primary do.	436	391	1276	
School No. 7.				
Boys' Department,	438	246	485	} Tenth Ward, 60 Chrystie street, near Hester.
Girls' do.	438	169	426	
Primary do.	438	525	1286	
School No. 8.				
Boys' Department,	438	166	348	} Eighth Ward, 66 Grand street, near Wooster.
Girls' do.	438	161	339	
Primary do.	438	402	961	
School No. 9.				
Boys' Department,	438	130	311	} Twenty-second Ward, corner of 82d street and 11th avenue.
Girls' do.	438	92	298	
School No. 10.				
Boys' Department,	438	145	344	} Fifteenth Ward, 180 Wooster street, near Bleecker.
Girls' do.	438	154	372	
Primary do.	438	521	1618	
School No. 11.				
Boys' Department,	436	419	948	} Sixteenth Ward, 17th street, near 8th avenue.
Girls' do.	436	358	736	
Primary do.	436	844	1894	
School No. 12.				
Boys' Department,	438	163	374	} Seventh Ward, 371 Madison street, near Jackson.
Girls' do.	438	111	249	
Primary do.	438	398	1010	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 13.				
Boys' Department,	438	216	610	} Seventeenth Ward, 298 Houston st., near Essex.
Girls' do.	438	215	475	
Primary do.	438	867	2086	
School No. 14.				
Boys' Department,	438	335	769	} Twenty-first Ward, 27th street, near 2d Avenue.
Girls' do.	438	267	678	
Primary do.	438	926	2319	
School No. 15.				
Boys' Department,	438	319	749	} Eleventh Ward, 289 Fifth street, between Avenues C and D.
Girls' do.	438	274	556	
Primary do.	432	713	1730	
School No. 16.				
Boys' Department,	438	202	571	} Ninth Ward, 13th street, near 7th Avenue.
Girls' do.	438	194	595	
Primary do.	438	376	750	
School No. 17.				
Boys' Department,	438	369	827	} Twenty-second Ward, 47th street, between 8th and 9th Avenues.
Girls' do.	438	329	759	
Primary do.	438	765	1818	
School No. 18.				
Boys' Department,	436	252	729	} Nineteenth Ward, 51st street, near Lexington Avenue.
Girls' do.	436	205	528	
Primary do.	436	669	1165	
School No. 19.				
Boys' Department,	438	286	856	} Seventeenth Ward, 9th street, cor. 1st Avenue.
Girls' do.	438	228	626	
Primary do.	438	861	3233	
School No. 20.				
Boys' Department,	438	332	701	} Tenth Ward, Chrystie street, near Delancey.
Girls' do.	438	266	591	
Primary do.	438	739	1607	
School No. 21.				
Boys' Department,	437	173	491	} Fourteenth Ward, Marion street, near Prince.
Girls' do.	444	121	352	
Primary do.	437	523	1305	
School No. 22.				
Boys' Department,	382	215	523	} Eleventh Ward, Stanton street, cor. Sheriff.
Girls' do.	382	211	434	
Primary do.	382	458	1386	
School No. 23.				
Boys' Department,	438	137	452	} Sixth Ward, 26 and 28 City Hall Place.
Girls' do.	438	124	369	
Primary do.	438	499	1361	
School No. 24.				
Boys' Department,	437	135	371	} Sixth Ward, Elm street, near Leonard.
Girls' do.	438	137	349	
Primary do.	438	395	962	
School No. 25.				
Boys' Department,	438	265	933	Fourth Ward, 13 Oak street.
School No. 26.				
Boys' Department,	360	77	301	} Fourth Ward, 74 Oliver street.
Girls' do.	360	113	255	
School No. 28.				
Boys' Department,	438	209	390	} Twenty-second Ward, 40th street, near 8th Avenue.
Girls' do.	438	194	611	
Primary do.	438	531	2619	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 29.				
Boys' Department,	438	197	390	} First Ward, 97 Greenwich street.
Girls' do.	438	150	263	
Primary do.	438	681	1002	
School No. 30.				
Boys' Department,	437	138	352	} Fourteenth Ward, Baxter street, near Grand.
Girls' do.	437	121	294	
Primary do.	437	375	1048	
School No. 31.				
Boys' Department,	438	226	557	} Seventh Ward, Monroe street, near Montgomery.
Girls' do.	} 438	540	1840	
Primary do.				
School No. 32.				
Boys' Department,	431	362	822	} Twentieth Ward, 35th street, near 9th Avenue.
Primary do.	437	507	1345	
School No. 33.				
Girls' Department,	438	393	747	} Twentieth Ward, 28th st., between 8th and 9th Avenues.
Primary do.	433	1034	2661	
School No. 34.				
Boys' Department,	432	195	424	} Thirteenth Ward, Broome street, between Sheriff and Willett sts.
Girls' do.	426	204	450	
Primary do.	428	401	1067	
School No. 35.				
Boys' Department,	431	467	996	} Fifteenth Ward, 13th street, near 6th Avenue.
Primary do.	433	247	785	
School No. 36.				
Boys' Department,	438	253	817	} Eleventh Ward, 9th street, near Avenue C.
Girls' do.	438	232	429	
Primary do.	438	834	2250	
School No. 37.				
Boys' Department,	326	165	257	} Twelfth Ward, 87th street, near 4th Avenue.
Girls' do.	326	175	344	
Primary do.	826	371	1144	
School No. 38.				
Boys' Department,	438	275	626	} Eighth Ward, Clark street, near Broome.
Girls' do.	438	263	604	
Primary do.	436	598	1468	
School No. 39.				
Boys' Department,	437	137	366	} Twelfth Ward, 125th street, between 2d and 3d Avenues.
Girls' do.	437	140	300	
Primary do.	438	323	1074	
School No. 40.				
Boys' Department,	438	571	1184	} Eighteenth Ward, 20th st., between 1st and 2d Avenues.
Primary do.	438	461	1126	
School No. 41.				
Boys' Department,	438	267	656	} Ninth Ward, Greenwich Avenue, opposite Charles street.
Girls' do.	438	245	546	
Primary do.	438	511	1347	
School No. 42.				
Boys' Department,	438	296	686	} Tenth Ward, Allen street, between Walker and Hester.
Girls' do.	438	239	621	
Primary do.	438	656	1509	
School No. 43.				
Boys' Department,	} 110	120	172	} Twelfth Ward, 129th street, near 10th Avenue.
Girls' do.				
Primary do.					108	177	309

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 44.				
Boys' Department,	437	370	849	} Fifth Ward, corner North Moore and Varick streets.
Girls' do.	438	342	711	
Primary do.	438	610	1364	
School No. 45.				
Boys' Department,	438	513	937	} Sixteenth Ward, 24th st., between 7th and 8th Avenues.
Girls' do.	438	415	828	
Primary do.	438	832	1742	
School No. 46.				
Boys' Department,	438	111	228	} Twelfth Ward, 156th st., between 9th and 10th Avenues.
Girls' do.	438	88	201	
School No. 47.				
Girls' Dep't., Senior,	438	218	392	} Fifteenth Ward, 12th st., between Broadway and University Place.
do. Junior,	438	351	622	
Primary Department,	438	525	1291	
School No. 48.				
Boys' Department,	438	329	678	} Twentieth Ward, 28th st., between 6th and 7th Avenues.
Girls' do.	438	323	792	
Primary do.	438	1054	2972	
School No. 49.				
Boys' Department,	438	268	694	} Twenty-first Ward, 37th st., bet. 2d and 3d Avenues.
Girls' do.	438	225	526	
Primary do.	438	596	1786	
School No. 50.				
Girls' Department,	438	413	1141	} Eighteenth Ward, 20th st., between 2d and 3d Avenues.
Primary do.	439	517	1573	
School No. 51.				
Male Department,	100	232	376	} Twenty-second Ward, 44th street, between 10th and 11th Avenues.
Primary do.	438	745	1405	
School No. 52.				
Boys' Department,	438	86	203	} Twelfth Ward, 226th street, near Tubby Hook.
School No. 53.				
Boys' Department,	230	196	419	} Nineteenth Ward, 79th street, near 3d Avenue.
Girls' do.	230	164	338	
Primary do.	435	429	1120	
Total.....		48,205	119,932	

PRIMARY SCHOOLS.

Primary Schools.	No. of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
Primary School No. 1, Boys' Department, Girls' do.	438 438	349 248	1100 750	} 10th Ward, Ludlow street, near De- lancey.
Primary School No. 2, Boys' Department, Girls' do.	} 438	395	606	
Primary School No. 3, " " 4, " " 5, " " 6,	438 434 438	351 214 747	967 595 2046	11th Ward, 100 Cannon st., nr. Stanton. 12th Ward, 120th st., near 4th Avenue. 11th Ward, 4th street, near Avenue C.
Boys' Department, Girls' do.	} 438	260	697	8th Ward, 61 Thompson street.
Primary School No. 7, Boys' Department, Girls' do.	438 438	154 152	440 430	} 9th Ward, 174 Amos street.
Primary School No. 8, " " 9, " " 10, " " 11, " " 12, " " 13, " " 14,	438 436 438 440 434 434	509 299 254 304 217 313	1911 893 743 815 673 729	6th Ward, Mott street, near Canal. 17th Ward, 36 Stanton st., nr. Chrystie. 13th Ward, Cannon street, near Broome. 5th Ward, 461 Greenwich street. 16th Ward, 20th street, nr. 7th Avenue. 9th Ward, Downing st., nr. Bleecker.
Boys' Department, Girls' do.	} 400	624	1958	16th Ward, 98 West 17th street.
Primary School No. 15, " " 16, " " 17, " " 18,	436 440 437	157 254 248	339 741 711	1st Ward, 3 Stone street. 18th Wd., 25th st., bt. 4th & Madison avs. 22d Ward, cor. 8th Av. and 43d street.
Boys' Department, Girls' do.	} 438	150	370	} 9th Ward, Waverley Place, near Bank street.
Primary School No. 19, Boys' Department, Girls' do.	432 430	169 146	520 357	
Primary School No. 20, " " 21,	438	525	1334	13th Ward, 147 Clinton street.
Boys' Department, Girls' do.	438 438	100 117	332 345	} 13th Ward, Rivington street, near Goerck.
Primary School No. 22, " " 23, " " 24, " " 25,	438 438 438	537 225 430	1436 543 1480	17th Ward, 1st st., bet. 1st and 2d avs. 17th Ward, 11th st., bet. 3d and 4th avs. 9th Ward, Horatio street, near Hudson.
Boys' Department, Girls' do.	} 438	333	820	8th Ward, 545 Greenwich street.

PRIMARY SCHOOLS—CONTINUED.

Primary Schools.	No. of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
Primary School No. 27,	438	619	1756	20th Ward, 37th street, nr. 10th avenue.
“ “ 28,	438	257	686	18th Ward, cor. 23d street and 2d av.
“ “ 29,	439	589	1829	18th Ward, 19th st., bt. 1st av. & av. A.
“ “ 30,	544	40	100	12th Ward, Ward's Island.
“ “ 31,	438	302	412	11th Ward, near Avenue C.
“ “ 32,	432	100	207	12th Ward, 186th street, near 11th av.
“ “ 33,	438	246	873	5th Ward, 62 Varick street.
“ “ 34,	438	154	473	2d Ward, M. E. Church, John street.
“ “ 35,	437	150	325	22d Wd., 67th st., bt. B'way & 10th av.
“ “ 36,	432	201	620	19th Wd., E. 41st st., b. Lex'ton & 3d avs.
“ “ 37,	428	161	390	3d Ward, 40 Robinson street.
Total.....	.....	11,600	32,352	

COLORED SCHOOLS.

Schools.	No. of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
Colored School No. 1, Boys' Department,	438	135	393	} 14th Ward, 135 Mulberry street, between Grand and Hester.
Girls' do.	436	84	272	
Colored School No. 2, Boys' Department,	438	57	133	} 8th Ward, 51 and 53 Laurens street, near Broome.
Girls' do.	438	78	152	
Primary do.	438	120	343	
Colored School No. 4,	427	45	104	12th Ward, 120th street, near 4th av.
Colored School No. 5,	440	96	211	5th Ward, 101 Hudson street.
Colored School No. 6,	438	103	307	20th Ward, 1167 Broadway.
Colored School No. 7,	140	140	316	16th Ward, 98 West 17th street.
Total		858	2,231	
Col. Primary School } No. 2.	438	62	132	{ 11th Ward, Second street, near Avenue C.
Col. Primary School } No. 3.	438	46	128	
Total		966	2,491	

RECAPITULATION

Of the Average Attendance and Whole Number Taught, for the year ending December 31, 1861.

	Average.	Whole No.		Average.	Whole No.
First Ward	1,185	1,994	Twelfth Ward.....	2,910	7,673
Second Ward	154	473	Thirteenth Ward.....	2,933	7,639
Third Ward.....	161	390	Fourteenth Ward.....	2,292	6,487
Fourth Ward	1,549	4,695	Fifteenth Ward	2,628	6,420
Fifth Ward.....	1,968	4,823	Sixteenth Ward.....	4,053	8,951
Sixth Ward.....	2,331	6,381	Seventeenth Ward.....	3,734	10,758
Seventh Ward.....	2,380	6,180	Eighteenth Ward.....	4,092	8,280
Eighth Ward	2,713	6,491	Nineteenth Ward	2,116	4,919
Ninth Ward	4,133	10,598	Twentieth	4,724	12,080
Tenth Ward	4,065	9,762	Twenty-first	2,639	6,772
Eleventh Ward.....	5,017	12,559	Twenty-second.....	3,994	10,450
			Total	60,771	154,775

CORPORATE SCHOOLS.

SCHOOLS.	Sessions.	Average.	Whole num- ber Taught.
New-York Orphan Asylum:			
Boys' Department	503	134	192
Girls' do.			
Primary do.			
Roman Catholic Orphan Asylum:			
Boys' Department	487	452	526
Girls' do.	497	375	405
Protestant Half Orphan Asylum.....	567	281	351
House of Refuge:			
Boys' Department	510	466	752
Girls' do	510	126	257
Leake and Watts Orphan House:			
Boys' Department.....	483	87	106
Girls' do.	494	45	60
Colored Orphan Asylum.. ..	502	198	258
American Female Guardian Society:			
Home Industrial School:	440	413	1,622
Boys' Department			
Girls' do.	571	513	840
New-York Juvenile Asylum			
House of Reception of do.	493	111	809
Ladies' Home Missionary Society:			
Boys' and Girls' Department	906	244	474
Primary do.			
Five Points House of Industry	510	323	1,076
Total.....	.....	3,768	7,728

AVERAGE ATTENDANCE, AND WHOLE NUMBER TAUGHT IN
DETAIL, FOR 1861.

SCHOOLS.	Average.	Whole Number.
Ward Schools—Boys' Grammar Departments.....	11,552	28,374
“ “ Girls' “ “	9,648	21,510
“ “ Primary “	27,005	70,048
Primary Schools.....	11,600	32,352
Colored Schools.....	1,966	2,491
Corporate Schools	3,768	7,728
Total.....	64,539	162,503

RECAPITULATION

*Of the Average Attendance and Whole Number Taught, for the year
ending December 31st, 1861.*

SCHOOLS.	Average Attend- ance.	Whole Number.
Grammar Schools and Primary Departments.....	48,205	119,932
Primary Schools.....	11,600	32,352
Colored Schools.....	966	2,491
Total Ward Schools.....	60,771	154,775
New-York Orphan Asylum.....	134	192
Roman Catholic Orphan Asylum.....	827	931
Protestant Half Orphan Asylum.....	281	351
House of Refuge.....	592	1,009
Leake and Watts Orphan House.....	132	166
Colored Orphan Asylum.....	198	258
American Female Guardian Society.....	413	1,622
Home Industrial School.....		
New-York Juvenile Asylum.....	513	840
House of Reception of New-York Juvenile Asylum.....	111	809
Ladies' Home Missionary Society.....	244	474
Five Points House of Industry.....	323	1,076
Total.....	64,539	162,503

CORPORATE SCHOOLS.

NAME.	Average Attendance.	Amount Apportioned.
New-York Orphan Asylum.....	142	\$1,192,80
Roman Catholic Orphan Asylum.....	756	6,350,40
Protestant Half Orphan Asylum.....	273	2,293,20
House of Refuge.....	619	5,199,60
Leake and Watts Orphan House.....	122	1,024,80
Colored Orphan Asylum.....	192	1,612,80
American Female Guardian Society.....	63	529,20
Home Industrial School.....	198	1,663,20
New-York Juvenile Asylum.....	483	4,057,20
House of Reception of New-York Juvenile Asylum.....	122	1,024,80
Ladies' Home Missionary Society.....	233	1,957,20
Five Points House of Industry.....	252	2,116,80

Schedule No. 4.

Revenues and Expenditures of the Free Academy, Normal Schools, and Evening Schools, from the 31st day of December, 1860, to the 31st day of December, 1861.

FREE ACADEMY.

Appropriated by the Board of Education.....	\$48,000 00
Paid for salaries.....	\$40,298 15
" instruments and apparatus.....	324 59
" printing.....	2,111 93
" lighting the building.....	77 75
" cleaning.....	296 29
" fuel.....	602 74
" binding books.....	930 56
" expenses of Commencement }.....	902 46
" " Exhibition }.....	
" supplies and incidentals.....	993 44
" " through Depository.	2,991 58
" furniture.....	70 43
" books.....	7 00
	<hr/> \$49,606 92
Overdraft.....	\$1,606 92

ON ACCOUNT OF REPAIRS.

Appropriated by the Board of Education.....	\$2,000 00
Paid for repairs.....	1,749 34
	<hr/>
Balance.....	\$250 66

LIBRARY ACCOUNT.

Balance on hand, January 1st, 1861.....	\$261 60
Received from State Treasurer, share of Literature Fund.	1,155 23
	<hr/>
	\$1,416 83
Paid for Library books.....	1,349 17
	<hr/>
Balance.....	\$67 66

RECAPITULATION.

Receipts.

Balance to credit of Library.....	\$261 60	
Appropriation for salaries, &c.....	48,000 00	
" repairs.....	2,000 00	
Literature Fund (from State Treasurer).....	1,155 23	
	<hr/>	\$51,416 83

Expenditures.

On account of salaries, &c.....	\$49,606 92	
" repairs.....	1,749 34	
" Library.....	1,349 17	
	<hr/>	\$52,705 43

NORMAL SCHOOLS.

Appropriated by the Board of Education.....	\$10,000 00	
Paid for salaries.....	\$4,116 93	
" supplies through Depository.....	413 04	
" furniture.....	5 61	
" printing.....	411 25	
" expenses of Commencement.....	776 25	
" repairs.....	7 63	
" incidentals.....	18 00	
" supplies.....	67 48	
	<hr/>	\$5,816 19
Balance.....		\$4,183 81

EVENING SCHOOLS.

Appropriated by the Board of Education.....	\$70,000 00	
Paid for salaries.....	\$13,241 08	
" gas fitting, &c.....	674 02	
" gas.....	3,333 00	
" furniture.....	2 60	
" printing.....	1,117 98	
" supplies.....	437 76	
" " through Depository.....	6,869 21	
" repairs }	301 52	
" incidentals }		
	<hr/>	\$25,977 17
Balance.....		\$44,022 83

Schedule No. 5.

Showing the Expenses incurred for Teachers' Salaries, Books and Stationery, Fuel, &c., in the Ward Schools of each Ward, and the value of Supplies from the Depository, and Repairs by the Shop, for the year ending December 31, 1861.

SCHOOLS.	TEACHERS' SALARIES.	JANITORS' WAGES.	REPAIRS.	REPAIRS BY SHOP.	FURNITURE	FUEL.	GAS.	SUPPLIES	SUPPLIES FROM DEPOSITORY	CLEANING	PRINTING AND ADVERTISING	* MISCELLANEOUS	TOTAL FOR TWELVE MONTHS.
1st Ward...	\$18,159 47	\$960 00	\$653 14	\$737 88	\$40 00	\$851 87	\$110 50	\$70 10	\$1,672 77	\$262 87	\$189 10	\$51 62	\$23,759 32
2d " "	1,678 92	249 96	92 50	14 25	.....	. 99 09	.....	.....	128 50	.....	16 50	.....	2,279 72
3d " "	1,522 70	167 07	52 49	225 24	25 00	97 79	1 80	8 62	130 68	38 00	.....	.....	2,269 39
4th " "	26,986 33	1,685 92	1,912 34	512 27	557 81	826 57	99 25	234 50	2,469 63	308 50	146 50	50 38	35,790 00
5th " "	22,563 31	1,133 45	1,515 31	.....	10 00	1,204 63	117 36	12 65	2,122 97	289 00	196 75	.....	29,165 43
6th " "	32,685 96	2,080 11	1,919 45	933 62	178 24	1,219 94	131 00	27 22	2,343 55	127 50	172 58	.....	41,832 17
7th " "	28,654 73	1,362 48	1,523 90	.....	17 50	2,117 30	27 50	65 00	2,167 90	472 94	67 94	40 00	36,517 19
8th " "	37,261 31	1,524 95	1,809 56	654 86	472 47	1,355 85	17 75	67 57	4,404 41	281 00	637 96	46 00	48,533 69
9th " "	42,676 40	2,118 71	1,288 33	496 65	297 10	2,284 30	76 91	43 10	3,518 17	347 00	131 60	98 50	53,376 77
10th " "	48,130 51	3,199 35	1,496 76	4 75	25 00	2,065 08	153 07	66 71	4,578 22	445 00	83 93	.....	60,248 38
11th " "	49,839 22	2,802 35	2,110 11	1,429 86	396 72	2,002 24	114 83	164 67	3,894 84	257 63	71 80	6 00	63,090 27
12th " "	44,181 65	1,966 60	3,806 83	215 02	406 12	2,796 83	.....	141 98	4,374 10	336 42	152 20	192 24	58,569 99
13th " "	34,409 27	2,455 69	2,961 46	156 94	218 61	1,347 31	143 25	97 72	2,330 28	196 06	173 40	8 00	44,497 99
14th " "	35,064 37	1,726 07	3,045 67	2 21	398 50	2,298 82	95 13	10 00	3,362 13	279 00	28 25	5 00	46,315 15
15th " "	36,699 53	1,512 00	841 34	1,229 24	602 91	1,190 76	155 96	46 96	4,052 66	140 29	363 20	38 00	46,872 85
16th " "	40,869 77	1,349 88	2,518 69	1,211 64	242 52	1,706 22	189 10	67 43	4,759 12	365 80	279 00	3 25	53,562 42
17th " "	30,957 66	1,975 04	1,725 42	222 35	196 93	2,618 69	103 25	50 11	4,162 59	363 75	79 62	3 00	42,458 41
18th " "	30,786 72	2,195 00	855 25	213 13	249 65	1,055 23	24 00	20 00	2,616 63	252 40	57 82	3 50	38,329 33
19th " "	24,400 59	1,658 36	916 74	1,896 53	424 08	1,713 78	74 50	30 74	4,706 26	143 15	165 18	36 50	36,166 41
20th " "	40,147 83	2,699 96	3,150 10	409 15	245 26	2,064 61	34 40	16 98	4,401 31	342 36	156 48	.....	62,668 44
21st " "	35,651 07	1,741 99	2,545 66	200 30	856 50	1,826 42	108 58	124 86	4,808 17	264 37	76 00	18 12	48,222 13
22d " "	42,275 46	2,008 52	3,908 61	408 18	858 42	2,231 97	38 25	45 50	4,798 70	86 75	163 45	259 31	59,083 12
TOTAL....	\$716,602 78	38,573 46	40,649 66	11,174 16	6,716 34	34,931 30	1,816 39	1,412 42	71,803 59	5,599 79	3,409 26	872 42	933,608 57

* The item " Miscellaneous " comprises payments for surveying sites for School Buildings, drawing plans, &c., and other extraordinary expenses.

Schedule,

Showing the Total Value of Books and Supplies furnished from the Depository of the Board of Education, for the year ending December 31, 1861.

GRAMMAR SCHOOLS.

Number of School.	Boys' Department.	Cost per Scholar, on average attendance.	Girls' Department.	Cost per Scholar, on average attendance.	Primary Department.	Cost per Scholar, on average attendance.
1	\$436 07	\$4 00	\$435 48	\$4 03	\$110 31	\$0 43
2	486 63	2 02	462 23	2 33	156 25	31
3	550 73	1 70	678 71	2 04	247 84	51
4	408 27	1 91	307 19	1 26	266 41	31
5	704 84	5 11	158 88	1 76	172 01	44
6	163 67	72	.....	.....	35 71	09
7	466 28	1 89	407 03	2 41	300 46	57
8	455 94	2 75	534 35	3 32	336 30	83
9	186 49	1 43	150 26	1 63	.....	.....
10	575 41	3 97	419 15	2 72	145 03	28
11	982 55	2 34	612 90	1 71	229 97	27
12	311 68	1 91	201 33	2 35	110 10	28
13	639 63	2 96	626 50	2 91	322 45	37
14	1,172 66	3 50	1,158 64	4 34	784 71	85
15	565 92	1 77	493 17	1 80	155 80	27
16	254 64	1 26	325 41	1 67	73 99	20
17	805 16	2 18	690 09	2 10	392 10	51
18	642 53	2 55	703 86	3 43	355 98	53
19	1,007 19	3 52	696 75	3 05	394 75	46
20	626 52	1 89	508 51	1 91	265 75	36
21	563 47	3 26	411 94	3 40	175 46	33
22	506 52	2 35	385 22	1 82	100 55	22
23	312 19	2 28	384 55	3 10	205 18	41
24	441 84	3 27	323 98	2 36	137 93	35
25	.....	.....	.....	.....	161 11	61
26	323 97	4 21	355 86	3 15	.....	.....
28	441 94	2 11	608 13	3 13	292 07	55
29	541 27	2 75	612 40	4 08	341 11	50
30	343 56	2 49	295 75	1 44	185 54	49
31	260 77	1 15	.....	.....	110 32*	60
32	688 87	1 90	.....	.....	68 59	19
33	.....	.....	790 24	2 01	237 98	47
34	359 38	1 84	509 07	2 49	427 36	41
35	1,270 65	2 72	.....	.....	76 51	19
36	428 97	1 69	510 85	2 20	215 24	87
37	514 66	3 12	702 03	4 01	175 39	21
					244 68	66

* Advanced Primary.

GRAMMAR SCHOOLS—*Continued.*

Number of School.	Boys' Department.	Cost per Scholar, on average attendance.	Girls' Department.	Cost per Scholar, on average attendance.	Primary Department.	Cost per Scholar, on average attendance.
38	\$759 77	\$2 76	\$770 92	\$2 93	\$539 47	\$0 90
39	382 65	2 79	268 39	1 92	159 82	49
40	941 87	1 64	.....	.....	159 23	34
41	496 35	1 86	330 88	1 35	124 80	24
42	636 13	2 15	835 35	3 49	228 60	35
43	400 18	3 31	233 76	1 32	.....	.....
44	887 30	2 40	483 29	1 41	278 32	46
45	1,183 05	2 31	1,037 32	2 50	283 40	34
46	274 27	2 47	182 18	2 07	.....	.....
47	.....	.....	Sr. 541 27	2 48	.....	.....
			Jr. 654 30	1 86	231 61	44
48	735 61	2 23	745 74	2 31	374 19	35
49	695 44	2 59	771 48	3 42	225 24	38
50	.....	.....	960 84	2 16	144 85	28
51	707 55	3 05	.....	.....	258 78	35
52	266 78	3 10	.....	.....	.....	.....
53	1,380 91	7 04	1,313 10	8 01	235 95	55
	\$28,188 73	\$2 44	\$24,590 28	\$2 50	\$11,293 20	\$0 42

PRIMARY SCHOOLS.

Number of School.	Amount of Supplies drawn.	Cost per Scholar, on average attendance.	Number of School.	Amount of Supplies drawn.	Cost per Scholar, on average attendance.
1.....	\$303 59	\$0 51	21.....	\$91 19	\$0 42
2.....	229 12	58	22.....	245 68	46
3.....	121 86	34	23.....	125 44	56
4.....	298 40	1 39	24.....	149 43	35
5.....	170 35	23	25.....	305 59	92
6.....	174 36	67	26.....	18 82	.....
7.....	125 09	41	27.....	229 77	37
8.....	308 76	61	28.....	93 64	36
9.....	104 20	35	29.....	229 08	39
10.....	82 57	32	30.....	5 36	13
11.....	234 01	77	31.....	118 23	39
12.....	144 18	66	32.....	165 74	1 65
13.....	77 66	25	33.....	148 81	60
14.....	646 83	1 04	34.....	128 50	83
15.....	177 99	1 13	35.....	112 44	75
16.....	87 12	34	36.....	55 11	27
17.....	153 69	62	37.....	130 68	81
18.....	82 64	55			
19.....	63 89	20		\$6,169 51	53
20.....	229 69	44			

COLORED SCHOOLS.

Number of School.		Amount of Supplies drawn.	Number of School.		Amount of Supplies drawn.
1.... {	Male.....	\$216 58	6.....	.....	\$171 55
	Female.....	134 10	7.....	.....	222 86
2.... {	Male.....	152 71	2.....	Primary....	70 06
	Female.....	281 40	3.....	do.	51 95
	Primary....	93 60			
4.....	.....	75 82			\$1,561 87
5.....	.....	91 24			

EVENING SCHOOLS.

WARDS.		Males.	Females.
1st Ward	.....	\$175 64	\$184 76
4th "	.....	219 55	232 68
5th "	.....	138 08	.....
6th "	.....	194 39	97 87
7th "	.....	94 63	30 76
8th "	.....	215 38	173 01
9th "	.....	144 66	93 78
10th "	.....	172 43	72 82
11th "	.....	440 99	159 50
12th "	{ (\$43) Manhattanville.....	105 45	.....
	{ (\$37) Yorkville.....	192 41	33 78
	{ (\$39) Harlem.....	60 77	22 91
13th "	.....	203 29	82 43
14th "	.....	263 41	182 46
15th "	.....	199 07	70 61
16th "	.....	313 94	59 63
17th "	.....	216 79	77 83
18th "	.....	203 76	126 63
19th "	.....	190 73	49 60
20th "	.....	149 06	171 00
21st "	.....	164 46	86 73
22d "	{ (\$28).....	240 64	132 52
	{ (\$17).....	155 82	60 31
	{ (\$51).....	98 21	.....
		\$4,553 56	\$2,201 62
8th "	Colored .....	.....	\$48 76
16th "	" .....	.....	56 00
12th "	" .....	.....	9 27
			\$114 03
Total to Evening Schools, \$6,869 21			

RECAPITULATION.

Grammar Schools, Male Department.....	\$28,188 73
Female do.	24,590 28
Primary do.	11,293 20
Primary Schools.....	6,169 51
Colored do.	1,561 87
	<hr/>
	\$71,803 59
Evening Schools.....	\$6,869 21
Free Academy.....	2,991 58
Normal Schools.....	413 04
	<hr/>
	10,273 83
School Officers.....	413 73
Board of Education, &c.....	1,923 87
	<hr/>
	\$84,41 502

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Schedule No. 6.

*Showing the amount expended for Repairs, Materials, &c., through the Shop,
for the year ending December 31st, 1861.*

SCHOOLS.			Total per School.	Total per Ward.
1st Ward, Premises No. 9 Morris street, and } Primary School No. 2.....}			\$737 88	\$737 83
2d " " " 34.....			14 25	14 25
3d " " " 37.....			225 24	225 24
4th " " " 14.....			26 97	....
" " Ward School " 1, 33 Rose street.....			485 30	512 27
6th " " " 23.....			452 10	....
" " " 24.....			452 11	....
" " Primary School " 8.....			7 70	....
" " " 2.....			21 71	933 62
8th " Ward School " 8.....			194 78	....
" " " 38.....			199 50	....
" " Col. W'd Sch. " 2.....			78 58	....
" " Primary School " 6.....			144 21	....
" " " 25.....			37 79	654 86
9th " Ward School " 3.....			270 68	....
" " " 16.....			47 02	....
" " " 41.....			169 51	....
" " Primary School " 24.....			9 00	....
" " " 18.....			0 44	496 65
10th " Ward School " 20.....			4 75	4 75
11th " " 15.....			669 89	....
" " " 36.....			669 88	....
" " " 22.....			1 90 09	1,429 86
12th " " 37.....			122 58	....
" " " 39.....			7 88	....
" " " 43.....			57 00	....
" " Primary School " 4.....			27 56	215 20
13th " Ward School " 4.....			26 87	....
" " " 34.....			86 51	....
" " Primary School " 20.....			43 56	156 94
14th " Ward School " 5.....			2 21	2 21
15th " " 10.....			130 97	....
" " " 35.....			919 31	....
" " " 47.....			178 96	1,229 24
16th " " 11.....			603 02	....
" " " 45.....			495 15	....
" " Primary School " 19.....			6 43	....
" " Col. W'd Sch. " 7.....			107 04	1,211 64
17th " Ward School " 13.....			24 53	....
" " " 19.....			174 54	....
" " Primary School " 22.....			23 28	222 35
18th " Ward School " 40.....			10 44	....
" " " 50.....			12 12	....
" " Primary School " 29.....			190 57	213 13
19th " Ward School " 18.....			1,663 80	....
" " " 53.....			232 73	1,896 53
20th " " 32.....			407 40	....
" " " 48.....			1 75	409 15
21st " " 14.....			200 39	200 39
22d " " 17.....			203 78	....
" " " 28.....			197 53	....
" " Primary School " 17.....			6 87	408 18
Total Ward Schools.....			\$11,174 16	\$11,174 16
Hall of Board of Education.....			551 14	551 14
Free Academy.....			5 62	5 62
Normal School.....			13 56	13 56
Depository.....			498 61	498 61
Horse feed, and care of horses.....			884 10	884 10
Foreman's wages, and incidental expenses of Supt's office.....			1,415 70	1,415 70
Premises 94 Crosby street.....			169 95	169 95
Materials and unfinished work on hand.....			1,165 32	1,165 32
			\$15,878 16	\$15,878 16

Schedule No. 7.

STATEMENT of the Names and Ages of the Pupils instructed in the Free Academy, from the close of the Academic year (July 16th) to the 31st day of December, 1861, inclusive; of the time each Student was so instructed, of the Studies pursued, and the Books or portions of Books so studied.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
1	Berryman, Wilson.....	18	<p>Butler's Analogy, (entire.) Alexander's Moral Science, (entire.) Physics—Bird's Elements of Natural Philosophy, as a text-book, from page 169 to 386. The course was conducted principally by lectures. Ancient Languages—Thucydides, Book II, chap. 1-20 inclusive, with frequent reviews. Civil Engineering—Bartlett's Application of Astronomy to Geodesy, &c., 142 pages. Mahan's Field Fortifications, 100 pages, with Mechanical Drawing, Lectures on Levelling and Topographical Drawing, and practice with the Sextant. French Language—Vannier's Pronunciation. Robertson's Grammar, 200 pages. Roemer's Polyglot Reader, Part I. Roemer's Elementary Reader. Regular and Irregular Verbs. Lecture on the History of the French Language. Original Compositions and Declamations once a month.</p>
2	Brekes, David.	20	Time—Four months.
3	Brower, John Lovett	17	Same as No. 1.
4	Carley, Eldred A.....	18	do.
5	Dwight, Elihu	18	do.
6	Fitch, Augustus Dennis	18	do.
7	Granberry, W. H. Harrison.	18	do.
8	Hoyt, Harlow Mather.....	18	do.
9	Lee, Arthur Malachi.....	19	do.
10	Lord, Henry.....	19	do.
11	Michaelis, Otto Emile.....	19	do.
12	Roberts, Charles, Jr.....	18	do.
13	Roberts, Nathan Benj.....	19	do.
14	Sanger, Adolph Louis.....	18	do.
15	Spencer, Galen Carter.....	21	do.
16	Stoutenburgh, William.....	18	do.

No.	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME.
17	Trippe, James Matthews....	22	Same as No. 1. (2½ months.) Leave of Absence remainder of Term.
18	Sutherlam, John McC.....	18	Same as No. 1.
19	Ward, Caleb Theophilus....	18	do.
20	Aiton, William... ..	18	Do., No. 1, in all except Languages. German — Glaubensklee's Grammar, 113 pages (§ 63) and 50 Exercises. Glaubensklee's Reader. 38 pages. Time—Four months.
21	Boyer, Edward Hoofmire. . .	18	do.
22	Cahill, William Edward....	19	do.
23	McAfee, Knox.....	19	do.
24	Needham, George Gordon...	19	do.
25	Newschafer, Wm. Henry... .	18	do.
26	Page, James Seaver.....	19	do.
27	Snow, George Washington Jr	19	do.
28	Strong, Richard Polk	18	do.
29	Adams, Augustus Reimer... .	19	Do., No. 1, in all except Languages. Spanish — Ollendorff's Grammar, (nearly through.) Quintana's Lives, (half.) Moratin's Comedies, (half.) Pizarro's Phrases, (nearly through.) Translations from English Classics. Dictation, Grammat- ical Analysis, Conversation, and Compo- sition in Spanish. Time—Four months.
30	Honor, John.....	19	do.
31	Koch, Joseph.	18	do.
32	Slocum, William... ..	18	do.
33	Stuart, Sidney H., Jr.....	20	do.
34	Baldwin, Truman H.....	17	Philosophy—Mahan's Intellectual Phi- losophy, 300 pages. Ancient Languages—Owen's Homer's Iliad, Books I. and II., to line 225, with frequent reviews. Livy, Book I., and part of Book II, with frequent reviews. English Language and Literature— Fowler's English Grammar, (large edi- tion,) to page 173, (small portions omit- ted,) and partly reviewed. Natural Philosophy—Bartlett's Ana- lytical Mechanics, 275 pages. Davies' Calculus and Analytics. Each Member of the Class (Junior) has pre- pared an Original Composition and de- livered the same in the Chapel, in the presence of Instructors and Students. Time—Four months.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
35	Bilderser, Barnett	17	Same as No. 31.
36	Blauvelt, John Hogan Kamp	18	do.
37	Blumensteil, Alexander.....	18	do.
38	Boyd, John.....	18	do.
39	Breath, Charles.....	18	do.
40	Chalmers, John Cheesman..	18	do.
41	Clark, George Crawford....	17	do.
42	Crosby, Henry Ashton. ...	17	do.
43	Deacon, John.	19	do.
44	Dispecker, Abraham.....	18	do.
45	Dohrman, Aug Frederick ..	17	do.
46	Dwight, John Elihn	17	do.
47	Ferrier, Thomas, Jr.	18	do.
48	Ferrier, William Walker...	19	do.
49	Fisher, Eustace Whipple ...	19	do.
50	Garrish, John Poole, Jr....	18	do.
51	Gumbleton, Henry	17	do.
52	Hartt, James Main	18	do.
53	Henderson, Ed. Hamilton...	18	do. (1 month.
54	Hewitt Alfred	17	Same as No. 34.
55	Hickok, George Benedict...	18	do.
56	Hilger, Maurice, Jr.	18	do.
57	Howland, Henry Raymond..	17	do.
58	Jasper, David Samuel.....	17	do.
59	Kitchen, James.....	18	do.
60	Labagh, Isaac Mead	18	do.
61	Leonard, Caleb Reynolds...	17	do.
62	Marshall, James.....	18	do.
63	Million, Michael James.....	18	Absent.
64	Mix, William Barney	18	Absent.
65	Monell, Ambrose	18	Same as No. 34.
66	Morse, Gilbert Livingston...	19	do.
67	Mott, Richard Emory.....	18	do.
68	O'Connor, Charles Henry...	17	do.
69	O'Rorke, John	17	do.
70	Owen, Edward Livingston..	18	do.
71	Perham, Theo. Augustus ...	18	do.
72	Roberts, William Henry....	18	do.
73	Sands, James Green.	18	do.
74	Slauson, William James....	18	do.
75	Steele, Henry	17	do.
76	Stephens, Geo. Washington.	18	do.
77	Throckmorton, Barbarie W.	18	do.
78	Van Dyke, Howard Butler..	18	do.
79	Van Vleck, Abraham K....	18	do.
80	Vienot, Jules Frederick	17	do.
81	Wandell, Townsend	20	do.
82	Webster, Edward Bayard ..	18	do.
83	Whitney, Erastus Pratt	19	do.
84	Wolfshon, Henry.....	18	do.
85	Wood, George Warren, Jr..	17	do.
86	Zabriskie, John Lemaire....	17	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
87	Dwyer, Michael.....	17	Same as No. 34, in all except Languages. German—Oltrogge's Reader, 56 pages. Benedix "Der Steckbrief," Act I., 49 pages. Glaubenskle's Grammar, reviewed, 103 pages. 12 Pieces translated from English into German. Time—Four months. Same as No. 34.
88	Edmonson, Henry J. N. P..	17	do.
89	Forbès, Arthur, Jr.....	19	do.
90	Frost, Richard Bowne.....	17	do.
91	Goodnow, Edward Kirke....	17	do.
92	Gore, Martin Alonzo.....	19	do.
93	Jenkins, Aug. Shotwell.....	17	do.
94	Lomia, Luiga.....	18	do.
95	Riley, Peter James.....	17	do.
96	Wiley, Thomas Brown.....	18	do.
97	Thompson, Edward Lush...	17	Same as No. 34, in all except Languages. Spanish—Sales' Grammar. Moratin's Comedies. Quintana's Vidas Espanoles. Don Quixote (half.) Translations from Spanish into English. Grammatical Analysis. Composition and Conversation in Spanish. Time—Four months. Same as No. 34.
98	Walker, James Henry.....	17	
99	Adams, Charles Dedirer....	17	Ancient Languages—Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Catiline, 1st, 2d, and 3d; and Orations for the Poet Archias, with frequent reviews. Political Economy—Lectures once a week. Notes taken of the Lectures, and credits given. History and Belles-Lettres—Willson's Outlines of History, from page 322 to page 530. Lecture on Modern History once a week. Notes of the Lecture taken by the Students. Two Compositions Monthly. Exercises in Oratory, comprising Rehearsals, Declamations, and Criticisms. English Literature—Graham's English Synonyms, from the beginning of page 177, and a review of the same nearly finished. Mathematics—Davies' Differential Calculus to chap. vi., 116 pages, and reviewed.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			Lecture on Ornamentation once a week. Drawing from Casts and Models. Time—Four months.
100	Aiton, Robert.....	17	Same as No. 99.
101	Bauden, Henry.....	22	do.
102	Betts, John McEwen.....	17	do.
103	Brinkerhoff, Charles H.....	17	do.
104	Bull, William Lanman.....	17	do.
105	Burrell, Philip Ware.....	17	do.
106	Campbell, John Boyd.....	17	do.
107	Clarkson, John Abbott.....	17	do.
108	Cragin, William Briggs.....	17	do.
109	Dougherty, Michael Angelo.....	21	do.
110	Fitzsimmons, John.....	17	do. (1½ month)
111	Goebel, Lewis.....	21	Same as No. 99.
112	Granberry, Theodore.....	17	do.
113	Greenwood, Richard B., Jr.....	17	do.
114	Harsen, John Pease.....	16	do.
115	Hartt, Clinton Jones.....	17	do.
116	Hibbard, Charles Mould.....	18	do.
117	Hiteheock, Urban Gillespie.....	16	do.
118	Hornthal, Lewis Marx.....	16	do.
119	Hudson, Erasmus D., Jr.....	18	do.
120	Ingersoll, William Halsey.....	17	do.
121	Kane, Jasper Theodore.....	15	do.
122	Kent, John Terry.....	17	do.
123	King, William Henry.....	16	do.
124	Lauterbach, Edwin.....	17	do.
125	Lawrence, Irving Garrett.....	18	do.
126	Le Comte, Vincent.....	18	do.
127	Leventritt, David.....	17	do.
128	Mackie, George Barelay.....	17	do.
129	Man, George Albon.....	16	do.
130	Mayer, George Frederick.....	16	do.
131	McWhood, Edward, Jr.....	18	do.
132	Meeks, Eugene.....	18	do.
133	Moore, Edward Wells.....	18	do.
134	Noyes, Frederick Bacon.....	17	do.
135	O'Connor, Randall.....	17	do.
136	Partridge, Edward Briggs.....	17	do.
137	Quackenbush, Andrew, Jr.....	17	do.
138	Smith, Isaac Spencer.....	17	do.
139	Souder, James Hopkins.....	19	do. (2 months.)
140	Spencer, William Gay.....	17	Same as No. 99.
141	Spingarn, Seigmond.....	16	do.
142	Stephenson, Andrew, Jr.....	16	do. (3 months.)
143	Stitt, George Mott.....	17	Same as No. 99.
144	Sturgis, Edward Baker.....	17	do.
145	Sweetser, Samuel.....	19	do.
146	Townsend, James.....	17	do.
147	Ward, Frederick Butler.....	18	do.
148	Warth, John William, Jr.....	17	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
149	Weightman, Wm. Henry...	16	Same as No. 99.
150	Westerfield, William.....	17	do.
151	White, Albert Moore.....	19	do.
152	White, John Stewart.....	17	do.
153	Van Voorhies, Elias W., Jr.	17	do.
154	Lovejoy, Samuel Cochran...	16	Leave of Absence.
155	Traey, Charles Edward.....	16	do.
136	Trippe, Henry Martyn.	18	do.
157	Abbe, William Colgate.....	17	<p>Same as No. 99, in all except Languages.</p> <p>French—Roemer's 2d Reader, (entire,) with Abstracts in French. Translations from English (manuscripts) into French. Noel and Chapsal's Grammar, from § 1 to § 285.</p> <p>Glaubensklee's Grammar, 14 pages, and reviewed 94 pages, 9 exercises.</p> <p>Glaubensklee's Reader, 11 pages, and Schiller's Wilhelm Tell, Acts I. and II., 73 pages.</p> <p>Time—Four months.</p>
158	Amory, John Cookson	18	Same as No. 157.
159	Crowell, Martin Luther.....	16	do.
160	DeGreeck, Otto.....	16	do.
161	Demarest, George Francis ..	16	do.
162	Flammer, Charles A.	16	do.
163	Fowler, Cyrus Edward.....	18	do.
164	Frick, Charles	16	do.
165	Fuller, Luther Mason.....	17	do.
166	Gavey, Camille Pierre.....	17	do.
167	Gimbernath, Theophilus.....	17	do.
168	Glassford, John Hamilton, Jr	17	do.
160	Howard, Geo. Washington..	18	do.
170	Jacobs, Ephraim Arnold....	16	do.
171	Kamm, Fred'k. Wm. Michael	17	do.
172	King, William Augustus....	16	do.
173	Lyng, Jandine.....	20	do.
174	Matthews, Smalldridge	16	do.
175	McAdam, Lucius.....	16	do.
176	Paddon, George William. ..	17	do.
177	Patterson, Albert Mansfield.	16	do.
178	Shipman, James De Grasse .	16	do.
179	Budenbaek, Oswald.....	17	do. (1 month.)
180	Candler, James, Jr.	16	<p>Same as No. 157, in all except Languages.</p> <p>Spanish, instead of German—Ollendorff, (nearly through.) Quintana's Lives, (half.) Moratin's Comedies, (nearly half.) Pizarro's Phrases, (half.) Regular and Irregular Verbs, Dictation and Conversation.</p> <p>Time—Four months.</p>

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
181	Chatillon, John Peter	17	Same as No. 180.
182	Coddington, Henry Kiersted	16	do.
183	Cohen, Joseph	17	do.
184	Herz, Cornelius	16	do.
185	Patterson, Seely Benedict . .	16	do.
186	Stephens, Edward, Jr	16	do.
187	Winter, Edward	19	do. (2 months.)
188	Tindall, Edward	17	Same as No. 157, except Languages. Spanish—Ollendorff, (through.) Quintana's Lives, (nearly through.) Moratin's Comedies, (half.) Pizarro's Phrases, (through.) Dictation and Conversation. Time—Four months.
189	Hoe, George Edgar	17	Same as No. 157, except the Languages. German—Oltrogge's Reader, 35 pages. Translated eight pieces from English into German. Time—Four months. Same as No. 189.
190	Oakley, Charles Edward . . .	16	
191	Kingsland, Isaac Stanley . .	16	Same as No. 157, except Languages. German, same as No. 189; and Spanish, same as No. 180. Time—Four months.
192	Adams, Samuel	17	Ancient Languages—Virgil's <i>Æneid</i> , books 1st and 2d, with frequent reviews. Rules of Prosody, and their application to Scanning. Sophocles' Greek Lessons, from page 5 to page 28. Sophocles' Greek Grammar, with frequent reviews. Moral Philosophy—Wayland's Moral Science (abridged.) History and Belles-Lettres—Willson's Outlines of History, from sec. 4, page 12, to sec. 5, page 22, and from sec. 12, page 27, to page 134. The class also recited nine Lectures on Ancient History, delivered the second term of the preceding Academic year. Rhetoric—Day's Rhetoric, from page 1 to page 132, and reviewed from page 1 to page 89. Exercises in Oratory, comprising Rehearsals, Declamations, and Criticisms. Six Compositions each, during the term. Mathematics—Doherty's Plain and Spherical Trigonometry. Mensuration. Davies' Surveying and Navigation, with reviews.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			Descriptive Geometry, with application to Industrial Drawing, five lessons a week. English Language—Fowler's English Grammar, (smaller work.) Derivation, from page 174 to page 214. Time—Four months.
193	Allen, Nehemiah H.	15	Same as No. 192.
194	Bachrach, Martin.	16	do.
195	Baker, George Haswell	16	do.
196	Barhydt, Parish Hackley. .	16	do.
197	Basinsky, Morris.	16	do.
198	Belknap, Charles.	15	do.
199	Birdseye, George W. Pratt .	17	do.
200	Blakeman, Leander V. N...	15	do.
201	Blondel, Theodore.	15	do.
202	Bronson, Robert Donaldson.	16	do.
203	Brooks, Horace Joshua.	16	do.
204	Brown, Ansel Byron.	16	do.
205	Cameron, John Spencer.	16	do.
206	Cargill, Andrew Hays.	17	do.
207	Caswell, Edward Alexis.	16	do.
208	Clarkson, Samuel Floyd, Jr.	16	do.
209	Crosby, John Player, Jr.	16	do.
210	Davis, Isaac Snow.	17	do.
211	Deyo, Jonathan T.	15	do.
212	Dodge, Frederick Nevins. ...	16	do.
213	Drach, William.	15	do.
214	Duryea, Albert John.	18	do.
215	Easton, John Zachius.	15	do.
216	Emmis, James.	17	do. (1 month.)
217	Evans, George, Jr.	18	do. (2 months.)
218	Flitner, William Herbert. ...	19	Same as No. 192.
219	Friedlander, Leonard.	16	do.
220	Fuller, Charles Wesley.	18	do.
221	Gimbernath, Charles.	19	do.
222	Gimbernath, Eraclius.	16	do.
223	Greenwood, William.	15	do.
224	Gray, Henry Peter, Jr.	17	do. (1 month.)
225	Griffen, Bradley.	18	Same as No. 192.
226	Hall, Ralph Emerson.	16	do.
227	Harrington, Elliott George. .	17	do.
228	Harrison, William Gilpin. ...	16	do.
229	Haws, John Bromham.	17	do.
230	Heisser, Jacob Hieronimus. .	17	do.
231	Heisser, William Henry.	15	do.
232	Hepburn, Neil Jamieson.	15	do.
233	Hervey, Daniel Edward.	16	do.
234	Hitchcock, Urban Gillespie. .	16	do.
235	Hodgman, George F.	16	do.
236	Horton, Charles Harrison. .	17	do.
237	Hunt, John Sandford.	15	do.
238	Jasper, Robert Thompson. .	16	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
239	Jenks, Francas Mankin . . .	15	Same as No. 192.
240	Jentz, Otto Frederiek	17	do.
241	Jones, David Gomer	17	do.
242	Jones, George Albert	17	do.
243	Kellogg, Henry Worrall . . .	15	do. (1 month.)
244	Kennedy, Archibald D	17	Same as No. 192.
245	Kirchies, Louis Philip	16	do.
246	Knapp, John Augustus	16	do.
247	Knowlton, Henry Danford . .	15	do.
248	Koeh, Louis Philip	16	do.
249	Kreig, George	15	do.
250	Lovejoy, Josiah Teubner . .	15	do.
251	Malloy, Henry Frederiek . .	16	do.
252	McAdam, Randolph	18	do.
253	McMartin, Malcolm	15	do.
254	Newbry, Gilbert Jackson . .	16	do.
255	Murphy, Patrick Emanuel . .	17	do.
256	Murray, William Maitland . .	15	do.
257	Nixon, Kirby	15	do.
258	O'Connor Eugene	15	do.
259	Orr, Joseph	17	do. (1 month.)
260	Parker, Joel, Jr.	17	Same as No. 192.
261	Patterson, Andrew Stuart . .	16	do.
262	Penfield, John Benjamin . . .	18	do.
263	Phelan, Wm. Henry Hyatt . .	17	do.
264	Plumb, Sanford Gilmore . .	17	do.
265	Pomeroy, Hamilton	16	do.
266	Raynor, Samuel Johnson . .	16	do.
267	Rensen, Ira	15	do.
268	Rodgers, Robertson	16	do.
269	Rooney, William Henry . . .	16	do.
270	Sampson, Francis A	19	do.
271	Schack, Rudolph Williams . .	16	do.
272	Sieberg, Wm. Henry Julius .	18	do.
273	Sink, Isaac Lewis	16	do.
274	Slater, Samuel Edward . . .	16	do.
275	Slover, Warren Gilbert F . .	16	do.
276	Smith, James Henry	16	do.
277	Steen, John Floyd	16	do.
278	Still, John Henry	16	do.
279	Stratford, William	17	do.
280	Sturgis, Edward	16	do.
281	Suffern Edward Lee	16	do.
282	Taylor, Charles Edward . . .	15	do.
283	Thatcher, John C	17	do. (1 month.)
284	Thorp, William Chester . . .	16	Same as No. 192.
285	Underhill, Stephen Merrihew	17	do.
286	Valentien, Warner Henry . .	17	do. (2 months.)
287	Valentine, George Faile . . .	17	do. (1 month.)
288	Van Arsdale, Wm. Henry . .	15	Same as No. 192.
289	Webb, William Edward . . .	18	do.
290	Weeks, Henry Clay	17	do.
291	Wilson, Joseph Allen	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
292	Anderson, Robert Seney....	17	Same as No. 192, except the Languages. French—Robertson's Grammar, to page 278. Roemer's Polyglot Reader, Part I., with Logical and Grammatical Analysis. Roemer's 2d Reader, 184 pages. Dictation, with application of Grammar. Spanish—Ollendorff, to Lesson 21. Velasquez's Grammar, to page 32. Butler's Phrases, to page 20. Morales' Reader, to page 67. Reading, Conversation, &c. Time—Four months.
293	Brill, Maximilian.....	15	Same as No. 292.
294	Brown, Abraham.....	17	do.
295	Brown, Charles De Costa, Jr.	16	do.
296	Brown, Charles Edward ...	16	do. (1 month.)
297	Bylandt, John Edward.....	18	do.
298	Campbell, George.....	17	Same as No. 292.
299	Cargill, William.....	16	do.
300	Clark, John Nunns.....	16	do.
301	Clay, Henry.....	15	do.
302	Clinch, Edward Sears.....	15	do.
303	Davis, Abraham Benson....	16	do. (2 months.)
304	Elwood, Charles Edwin ...	16	Same as No. 292.
305	Flanagan, Adam Clark, Jr ..	18	do. (1 month.)
306	Gaffey, Edward.....	15	Same as No. 292.
307	Goldsmith, Charles.....	17	do.
308	Goldsmith, Henry.....	15	do.
309	Gordon, Read.....	16	do.
310	Gourley, Colin.....	17	do. (1 month.)
311	Green, Albert Terry.....	16	Same as No. 292.
312	Groesbeck, Edward Lee....	15	do.
313	Hall, Albert Barnes.....	17	do.
314	Hogan, Edward Peter.....	15	do.
315	Howell, Henry Courtland...	15	do.
316	Hunt, Henry Clay.....	17	do. (1 month.)
317	Isquierdo, Baldomero.....	18	Same as No. 292.
318	Jacobs, Alfred Uriah.....	15	do.
319	Jones, Abraham Sleight, Jr..	16	do.
320	Kalish, Julius.....	15	do.
321	Ketchum, Chs. Leavenworth	20	do.
322	King, Henry Lucretius.....	20	do. (1 month)
323	Levi, Arthur.....	16	Same as No. 292.
324	Littlefield, Leonard Green ..	16	do.
325	Lyng, James.....	16	do.
326	Miles, Edward Dana.....	17	do. (2 months.)
327	Moore, Edgar.....	17	Same as No. 292.
328	Moore, William.....	16	do.
329	Murphy, Daniel Augustus..	18	do.
330	Osgood, Henry.....	16	do. (1 month.)
331	Parsons, John Hall.....	16	Same as No. 292.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
332	Porter, Gerald Lee	16	Same as No. 292.
333	Potter, Charles Edward	16	
334	Saunders, Richard Jeffers.	16	
335	Seely, Charles Whitlock	17	
336	Smith, Charles Henry, Jr.	15	
337	Smith, David Polhemus	16	
338	Stephens, George, Jr.	15	
339	Stephens, Geo. Washington.	16	
340	Stratford, Thomas	16	
341	Theal, John	15	
342	Trainor, John Joseph	15	
343	Vanderbilt, Edgar	15	
344	Van Wagenen, Cornelius S.	17	
345	Vogel, Henry Christian	15	
346	Watson, William, Jr.	17	
347	Wilson, Thomas Edgar	15	
348	Young, George Albert	17	
349	Zacharie, Charles Lawson	16	
350	Crossman, Geo. Washington	16	<p>Same as No. 292, except the Languages.</p> <p>French—Robertson's Grammar Van- nier's Pronunciation.</p> <p>Spanish — Ollendorff's Grammar. Iriarte and Moratin, (through.) Butler's Phrases. Regular and Irregular Verbs, Dictation, Conversation.</p> <p>Time—Four months.</p>
351	Goldstein, Marks	15	<p>Same as No. 350.</p> <p>do.</p> <p>Do. in Spanish, and same as No. 292 in French. Pursues a partial course.</p>
352	Hernandez, Charles Fabian	15	
352	Nagle, John Thomas		
354	Davis, Walter Treadwell	19	<p>Same as No. 292, except the Lan- guages.</p> <p>German—Glaubensklee's Grammar, 14 pages, and reviewed 94 pages. 10 Exer- cises. Glaubensklee's Reader, 15 pages. Schiller's "Wilhelm Tell," Acts I and II., 73 pages. And same as No. 350 in French.</p> <p>Time—Four months.</p>
355	Dykes, Andrew Findley	17	<p>Same as No. 354.</p> <p>do.</p> <p>do.</p> <p>Do. in German, and same as No. 292 in Spanish.</p>
356	Trisdofer, Isaac	16	
357	Wilson, Theodore	15	
358	Viel, Charles Marius	15	
359	Oettinger, Philip Joseph	17	<p>Same as No. 292, in French and Span- ish. Pursued a partial course.</p>
360	Adams, George W.	16	<p>Latin—Andrews and Stoddart's Latin Grammar. Andrew's Latin Reader, (Fa- bles and Mythology.)</p>

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			<p>Barton's Outlines of English Grammar, from the beginning to page 121.</p> <p>Mathematics — Docharty's Algebra, from page 125 to chap. VIII., page 243, studied and reviewed.</p> <p>Natural History—Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The Students were required to take notes of the Lectures, and prepare for recitation during the week. The notes were then re-written, and inspected at the final examination, and the proper credits given to each student.</p> <p>Chemistry—Lectures were delivered once a week to the class, on Chemistry, using Renwick's Outlines of Chemistry as a text-book.</p> <p>Time—One month.</p>
361	Alger, William Gaul.....	14	Same as No. 360. Four months.
362	Allen, William Royce.....	14	do.
363	Arkenburgh, Oliver M.....	14	do.
364	Ash, John Warren.....	16	do.
365	Baker, William H.....	14	do.
366	Baldwin, William Skidmore.	15	do.
367	Baneker, Aldert H.....	15	do.
368	Barnes, William E.....	15	do.
369	Barton, Edward R.....	14	do.
370	Bateman, Richmond C.....	14	do.
371	Behringer, George F.....	15	do.
372	Bergman, Isaac.....	14	do.
373	Bernheimer, Jacques Arnold	14	do.
374	Bernheimer, Jerome.....	14	do.
375	Blois, Eugene Samuel.....	16	do.
376	Bodine, Hiram Alfred.....	16	do. (3½ months.)
377	Bogart, John A.....	15	Same as No. 360.
378	Boland, John Mitchell.....	14	do.
379	Brookes, Alexander.....	18	do.
390	Brooks, Eldridge S.....	15	do.
391	Broun, Robert.....	17	do.
392	Caffrey, Warren.....	14	do.
393	Campbell, Arthur W.....	14	do. (1 month.)
394	Carr, Henry Samuel.....	15	Same as No. 360.
395	Carlisle, William, Jr.....	16	do.
396	Casey, Joseph James.....	16	do.
397	Chambers, Arthur D.....	14	do.
398	Church, Henry Frederick ..	16	do.
399	Clark, James Wheaton.....	16	do.
400	Cantrell, Frank C.....	16	do. (1 month.)
401	Cohen, Alfred S.....	15	Same as No. 360.
402	Cowl, George Gorham.....	16	do.
403	Cowley, Thomas Augustus..	14	do. (3 months.)
404	Cremin, Joseph Daniel.....	14	do. (1 month.)

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
405	De Courey, James H.	15	Same as No. 360.
406	Denan, Thomas James.	15	do.
407	Dickinson, Howard Coeks. .	15	do.
408	Dickinson, John Porsal.	17	do.
409	Dispecker, Benjamin.	14	do.
410	Docharty, Augustus Thorne. .	14	do.
411	Dohrman, James K.	14	do.
412	Dudley, Edward B.	15	do.
413	Eurich, Frederick Ernst.	14	do.
414	Ferron, Augustus Daniel.	17	do. (1 month.)
415	Fisher, Orville.	16	Same as No. 360.
416	Fisher, Samuel Max.	14	do.
417	Flandreau, Thomas Galway. .	14	do.
418	Fletcher, Robert.	14	do.
419	Flynn, John Thomas F.	15	do.
420	Frankel, Edward J.	14	do.
421	Gardiner, George W.	15	do.
422	Gedney, William A.	14	do.
423	Gibson, Robert M.	15	do.
424	Giffing, John F.	14	do.
425	Gillmur, Frederick Oscar. .	15	do.
426	Goodrich, George W.	14	do.
427	Grevatt, John Bennett.	15	do.
428	Grunhut, Bernhard.	14	do.
429	Gutman, Robert Schuyler. .	15	do.
430	Haines, William A., Jr.	15	do.
431	Halloran, Michael S.	14	do.
432	Hart, Charles.	17	do. (1 month.)
433	Hasson, John Augustin.	17	Same as No. 360.
434	Hauser, Samuel.	15	do.
435	Hawkins, William S.	15	do. (2 months.)
436	Heysler, Frederick.	15	Same as No. 360.
437	Hildebrand, Henry Edward. .	15	do.
438	Hindhaugh, William, Jr.	14	do.
439	Hirschfield, Abraham.	14	do.
440	Holden, George Herbert.	16	do.
441	Holland, George.	14	do.
442	Joachimsen, Joseph Philip. .	14	do.
443	Jones, Clarence D.	14	do.
444	Jordan, Charles.	14	do.
445	Kain, William, Jr.	16	do.
446	Karsch, Edward.	14	do.
447	Kavanagh, James M.	17	do.
448	Keegan, Alfred James.	15	do.
449	Kelly, John.	15	do. (3½ months.)
450	Kimball, Charles Otis.	17	Same as No. 360.
451	Kissam, William A.	15	do.
452	Lee, Hugh.	14	do.
453	Leggett, William.	16	do.
454	Leonard, William Clement. .	15	do.
455	Leveridge, Benjamin Smith. .	15	do.
456	Lewin, Lewis.	16	do.
457	Lewis, William Henry.	15	do. (1 month.)

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
458	Litehtenstein, Isaac M.....	14	Same as No. 360.
459	Lippmann, Martin.....	14	do.
460	Lord, Benjamin Franklin...	14	do.
461	Love, John, Jr.....	14	do.
462	Low, Henry.....	14	do.
463	Luchs, Asher Noah.....	14	do.
464	Mackean, John.....	15	do.
465	Martin, Alfred Dean.....	14	do.
466	McClain, Benjamin H.....	14	do.
467	McCollum, Frank.....	14	do.
468	Macully, James Wilson.....	14	do.
469	Maguire, Philip James.....	17	do.
470	Meade, Thomas James.....	14	do.
471	Merritt, John Francis.....	15	do. (1 month.)
472	Michaelson, Michael P.....	14	Same as No. 360.
473	Miller, Francis Frost.....	14	do.
474	Miller, Thomas L.....	15	do.
475	Mitchel, Latham.....	14	do.
476	Moore, William Ladd.....	19	do.
477	Morgan, William Mosely...	15	do.
478	Morris, Charles ..	15	do.
479	Mulrooney, Joseph.....	15	do.
480	Murphy, Matthew R.....	14	do. (2 months.)
481	Murray, George Harry....	14	Same as No. 360.
482	Needham, Charles Austin...	17	do.
483	Newell, Edward Charles....	18	do.
484	Newton, Henry.....	16	do.
485	Newton, Isaae.....	14	do.
486	Nixon, Henry Areher.....	14	do.
487	Noyes, Simon.....	14	do.
488	Olcott, Robert Emmet.....	15	do.
489	Page, Edward Alonzo.....	15	do.
490	Paul, William McNessy.....	18	do. (2½ months.)
491	Peck, George.....	15	do. (1 month.)
492	Peiz, Emil.....	14	do.
493	Peterson, Charles E.....	14	Same as No. 360.
494	Perey, George R.....	....	Same as No. 360, in Languages. Pursued a partial course.
495	Pierron, John.....	14	Same as No. 360.
496	Pollard, George G.....	15	do.
497	Quinn, William F.....	14	do.
498	Quinn, John William.....	14	do. (1 month.)
499	Rando'ph, Joseph F.....	14	Same as No. 360.
500	Ranney, Ambrose L.....	14	do.
501	Ray, Martin C.....	18	do.
502	Raymond, George.....	15	do.
503	Reid, Alexander Hill.....	14	do.
504	Robertson, Kenneth.....	14	do. (1 month.)
505	Scribner, Charles Rogers...	15	Same as No. 360.
506	Sinclair, John Johnston....	16	do.
507	Small, James Aleock.....	16	do.
508	Smith, David A.....	18	do.
509	Snape, John James.....	14	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
510	Sneckner, William H.	15	Same as No. 360.
511	Soutter, Charles B.	16	do.
512	Spence, Lewis Henry	14	do.
513	Speyer, Arthur Bayard.	15	do.
514	Stafford, Frederick William.	16	do.
515	Stevenson, William S. . .	14	do.
516	Stevenson, William Thomas.	15	do.
517	Stewart, James Mead.	14	do.
518	Stillman, Franklin W.	15	do.
519	Stout, Joseph Suydam.	14	do.
520	Stuart, Joseph Herbert.	15	do.
521	Thompson, Edwin David . .	15	do.
522	Thompson, Edmund F.	15	do.
523	Thompson, George.	16	do.
524	Ware, James Edward.	15	do.
525	Warsawer, Neuman S.	16	do.
526	Weir, George, Jr.	15	do.
527	Weismann, Ch. Adolphus. .	14	do.
528	Wernburg, Jeremiah A.	17	do. (1 month.)
529	Westermann, James Thomas	15	Same as No. 360.
530	Whitehead, Joseph Henry . .	14	do.
531	Whitney, James Newton.	15	do.
532	Wilbey, Caleb.	15	do.
533	Wilds, Judson Boardman. . .	14	do.
534	Wilson, William Holmes.	16	do.
535	Aiton, John.	15	Same as No. 360.
536	Bartlett, Washington Sewell.	17	do. (1 month.)
537	Bear, Samuel Levy	15	Same as No. 360.
538	Bell, Charles.	16	do.
539	Bloomington, Samuel E.	17	do. (1 month.)
540	Chambers, Frederick F.	16	Same as No. 360.
541	De Baun, Charles Irving.	15	do.
542	Demarest, James Henry. . .	17	do. (1 month.)
543	Dennett, Jesse.	15	do.
544	Doran, Theodore Lorenzo. . .	16	Same as No. 360.
545	Cargill, Andrew Hays.	17	do.
546	Getty, William James.	15	do.
547	Halstead, Frederick.	16	do.
548	Hennion, Andrew Joseph. . .	19	do. (1 month.)
549	Hernon, Joseph A. T.	16	Same as No. 360.
550	Hewitt, Frank.	15	do.
551	Hobart, Henry Lee.	16	do.
552	Howland, Edward Augustus.	15	do.
553	Hunter, John.	17	do.
554	Johnson, Albert Augustus. .	16	do.
555	Lyman, William Thornton. .	16	do.
556	McClelland, James Burdge. .	19	do.
557	McNespice, Joseph James. . .	17	do. (2 months.)
558	Martin, William Hamilton. .	15	Same as No. 360.
559	Merritt, Austin Burr.	16	do.
560	Park, Noel Robertson.	16	do.
561	Radcliffe, William Stevens. .	16	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
562	Redding, W. Scott.....	15	Same as No. 360.
563	Roberts, Edward.....	17	do. (1 month.)
564	Robertson, Milton Henry...	16	Same as No. 360.
565	Rosenmiller, Charles Lewis.	15	do. (1 month.)
566	Ross, William Henry.....	17	Same as No. 360.
567	Sands, Charles Edward.....	16	do.
568	Searles, Whittlesey Dana...	15	do. (2½ months.)
569	Smith, James Ward.....	16	Same as No. 360.
570	Springsteed, Gamaliel T....	15	do.
571	Swayzee, Milton Robert.....	18	do.
572	Tate, Charles.....	16	do.
573	Wilson, Samuel Henry.....	16	do. (1 month.)
574	Winter, William James.....	16	do.
575	Wisner, John Hornor.....	16	Same as No. 360.
576	Adolph, Marks	14	Same as No. 360, except Languages. French — Vannier's Pronunciation. Robertson's Grammar, 19 Lessons (practical part.) The Regular Verbs, in all their forms, with Oral Phraseological Exercises. Time—Four months.
577	Allen, Theodore Lathrop....	14	Same as No. 576 (2 months.)
578	Anderson, Cornelius E.....	14	Same as No. 576.
579	Arnold, Lewis Alexander...	16	do.
580	Avery, Charles French.....	14	do.
581	Bailey, William Cozzens....	14	do.
582	Baker, Edward Starr, Jr....	15	do.
583	Bandmann, Julius Solomon.	14	do.
584	Barndollar, Charles Edward.	14	do.
585	Braisted, Henry Clay.....	16	do.
586	Bramwell, Joseph Herbert..	14	do.
587	Brissell, Marcus.....	14	do.
588	Britton, Thomas Jesse, Jr...	14	do.
589	Brown, Augustus.....	14	do.
590	Buchan, Thomas R.....	14	do. (2 months)
591	Burdett, Jesse B.....	15	Same as No. 576.
592	Burnell, George Alexander.	14	do.
593	Burnett, Daniel Augustus..	16	do.
594	Carley, Thomas Francis....	14	do.
595	Casey, John.....	15	do.
596	Casserly, Joseph Francis....	14	do.
597	Chadsey, Charles Augustus.	15	do. (1½ month.)
598	Clark, Bernard Stearns....	14	Same as No. 576.
599	Clifton, Frank John.....	15	do.
600	Cohen, Alfred.....	14	do.
601	Cohen, Eleazer.....	14	do.
602	Colyer, Vincent.....	15	do.
603	Condon, James F.	15	do.
604	Condon, John.	14	
605	Connor, Addison.....	14	do. (1 month.)
606	Cook, Moses.....	14	Same as No. 576.
607	Cooper, Thomas, Jr.....	16	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
608	Cox, Charles.....	15	Same as No. 576.
609	Cox, William Henry.....	14	do.
610	Crawford, James, Jr.....	14	do.
611	Cunningham, Richard J....	14	do.
612	Davis, William Hitchcock..	15	do.
613	Day, Horace Waldron.....	16	do.
614	De Forest, Charles Russell..	15	do.
615	Demarest, Charles William..	15	do. (1 month.)
616	Denny, Leonard M.....	14	Same as No. 576.
617	Dick, William Thompson....	15	do.
618	Dickinson, Gustavus D....	16	do.
619	Dominiek, James W., Jr....	16	do.
620	Dunlap, Moses.....	15	do.
621	Dunning, Edgar.....	15	do.
622	Dye, George Crooks.....	14	do.
623	Eastman, John Colton.....	14	do.
624	Effray, John Andrew.....	16	do.
625	Eickwort, Lewis Theo. S....	14	do.
626	Elder, Francis.....	15	do.
627	Emrich, Frederiek.....	14	do. (1 month.)
628	Entz, Frederiek Adolph....	16	Same as No. 576.
629	Farley, William B.....	16	do.
630	Fellows, Louis.....	15	do.
631	Fellows, Robert.....	15	do.
632	Fiseher, Charles S.....	14	do.
633	Flynn, Michael Joseph....	14	do.
634	Folsom, Charles Downing...	14	do.
635	Fry, Edwin Watson.....	14	do.
636	Fuller, Henry D.....	15	do.
637	Gibson, Hervey De Blois...	16	do.
638	Gordon, Hamilton Stephen..	15	do.
639	Grennell, Frank S.....	15	do.
640	Hall, Charles Leman.....	14	do.
641	Hallett, William.....	14	do.
642	Hallock, James Collins, Jr..	15	do.
643	Harsen, Edward D.....	16	do. (1 month.)
644	Hess, William Carl.....	14	Same as No. 576.
645	Hillier, William Henry ...	14	do.
646	Hogan, Thomas.....	14	do. (3½ months.)
647	Hoge, William Lewellyn....	14	Same as No. 576.
648	Holme, William Henry.....	15	do.
649	Honigsberger, Aaron.	14	do.
650	Horton, Benjamin Ogden...	14	do.
651	Howland, William Wallace..	15	do.
652	Ingram, John McDonald....	17	do.
653	Irwin, Thomas Jefferson....	17	do.
654	Jacobi, Theodore Christian..	14	do.
655	Jaques, Washington Lee....	14	do.
656	Jentz, Robert.....	14	do.
657	Jetter, Charles Jacob.....	16	do.
658	Johnson, Frank Mortimer...	14	do.
659	Johnson, Henry Perry.....	15	do.
660	Johnsten, Samuel Fox.....	14	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
661	Judson, Amos.....	14	Same as No. 576.
662	Kaplan, Abraham.....	14	do.
663	Kearney, William.....	14	do.
664	Kearney, William James....	16	do.
665	Keen, Charles William, Jr..	14	do.
666	Keeping, Foster.....	14	do.
667	Keevan, Pierce, Jr.....	14	do.
668	Keil, George Washington...	15	do.
669	Kellock, Robert Hamilton...	15	do.
670	Kelly, John Joseph.....	14	do.
671	Kelly, John Miles.....	15	do.
672	Kent, James Henry.....	14	do.
673	Kidd, William Alonzo.....	15	do.
674	Kiessling, Francis Wash'ton.	14	do.
675	King, William Ryerson....	14	do.
676	Korminsky, Henry.....	14	do.
677	Kraft, Philip Edward.....	15	do. (2½ months.)
678	Lefferts, William Henry....	14	Same as No. 576.
679	Levy, Benjamin Constant...	15	do.
680	Levy, Henry Mark.....	15	do.
681	Levy, Mordecai Alexander..	15	do.
682	Littell, Marcus.....	14	do.
683	Long, John.....	14	do.
684	Lyon, William Corwin....	16	do.
685	Maek, John Alfred.	14	do.
686	Manning, John Lawrence...	14	do.
687	Marks, Montague.....	14	do.
688	Martin, Frederick.....	14	do.
689	McCabe, Edward Henry....	14	do.
690	McCord, Albert, Jr.....	14	do.
691	Ketcham, Marcus F.....	17	do.
692	McCormick, Charles Henry.	14	do.
693	McGowan, Patrick Henry...	14	do.
694	McIntyre, James William...	14	do.
695	McNinney, John Henry....	15	do.
696	Merrill, Henry William....	15	do.
697	Milhau, Frank M.....	17	do.
698	Miller, John Francis.....	15	do.
699	Mills, John Easton.....	16	do.
700	Murray, Alexander Marshall.	14	do.
701	Nutting, Lucius Henry, Jr..	14	do.
702	Oakley, Walter, Jr.....	15	do.
703	Orvis, Henry Paint.....	14	do.
704	Owens, George Thompson ..	15	do.
705	Palmer, Nicholas F., Jr....	14	do.
706	Pfeiffer, Theodore Henry...	17	do.
707	Platt, William Henry.....	15	do.
708	Poillon, Richard Henry....	14	do. (1 month)
709	Poillon, William.....	16	Same as No. 576.
710	Raftery, Martin.....	14	do.
711	Ritterband, Moses.....	14	do.
712	Roberts, Clarence Augustus.	15	do.
713	Roden, William Henry.....	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
714	Rohman, Max Siegmund....	14	Same as No. 576.
715	Romberg, Edwin.....	15	do.
716	Rudland, Frederick ..	15	do.
717	Ruhl, Henry C.....	15	do.
718	Sageman, William Jacob ...	14	do.
719	Saulnier, Kenton.....	15	do.
720	Schiffer, Henry.....	14	do.
721	Schlingheyde, Ernest.....	14	do.
722	Schramm, Arnold.....	14	do.
723	Schüreman, Henry H.....	14	do.
724	Scott, Edgar.....	15	do. (2½ months.)
725	Selleck, Poole Benjamin....	16	Same as No. 576.
726	Sheldon, Hervey, Jr.....	14	do.
727	Sherwood, Hugo B.	14	do.
728	Skillman, Isaac B.....	15	do.
729	Smith, David L... ..	15	do.
730	Smith, William Henry.....	17	do.
731	Smith, Thomas West.....	16	do.
732	Sperling, Francis.....	16	do.
733	Sperling, Marks.....	14	do.
734	Stanton, Stiles Franklin....	15	do.
735	Stegman, Conrad.....	16	do.
736	Stern, Joseph.....	14	do.
737	Stewart, George Anthony...	15	do.
738	Stout, Andrew Varick, Jr...	17	do.
739	Strauss, Albert.....	14	do.
740	Stuyvesant, Samuel B.....	14	do.
741	Taylor, Edwin Moses.....	15	do.
742	Taylor, Joseph Howard	15	do.
743	Troup, William Edward....	14	do.
744	Tucker, Francis C.....	16	do.
745	Wallen, Henry Davis.....	16	do. (1 month.)
746	Warnstadt, Henry L.....	14	Same as No. 576.
747	Webb, Edwin Bell.....	14	do.
748	Wheaton, James Smith.....	17	do.
749	Whittemore, John M.	14	do.
750	Wilcox, Oscar Ringold	14	do.
751	Woolf, Albert.....	14	do.
752	Young, John Theodore.....	14	do.
753	Algeo, Alexander.....	15	Same as No. 576.
754	Barter, Benjamin George...	15	do. (1 month.)
755	Bonestill, James Henry.....	17	do.
756	Breath, John Anthony.....	15	Same as No. 576.
757	Brown, Samuel.....	15	do.
758	Brown, Stephen Edward....	15	do.
759	Class, William Henry.....	15	do.
760	Coburn, James Edward.....	15	do.
761	Crow, John Charles.....	16	do.
762	Dakin, Edward Buck.....	16	do.
763	Davis, Elias David.....	16	do. (1 month)
764	Donahue, Henry Walford...	17	do.
765	Forrester, Robert Fields....	16	Same as No. 576.
766	Grant, Charles Augustus....	15	do. (1 month.)

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
767	Guion, Edward Merritt, Jr. . .	15	Same as No. 576. (1 month.)
768	Hahn, Isaac Henry	16	do.
769	Hasson, Patrick	16	Same as No. 576.
770	Hatch, Harvey Weed	16	do.
771	Heitman, Albert	15	do. (1½ month.)
772	Holland, Thomas	16	Same as No. 576.
773	Kane, Charles Van S.	15	do.
774	Klenen, Martin	15	do.
775	Levy Benjamin	16	do.
776	Love, Edward John	15	do.
777	Love, James Pond	17	do. (1½ month.)
778	Marsh, Albert	15	Same as No. 576.
779	Matthews, Joseph	15	do.
780	McCollum, Arthur	16	do.
781	McGrath, Edward	15	Do. in French and English Languages. Pursues a partial course.
782	Mellis, Ernest	15	Same as No. 576.
783	Mix, Ferdinand Magellan . . .	16	do. (1 month.)
784	Mortimer, William	15	Same as No. 576.
785	Noonan, Edward, Jr.	15	do.
786	Oakley, James Frank	15	do. (3½ months.)
787	O'Brien, Michael John	15	do. (1 month.)
788	Reynolds, James	15	Same as No. 576.
789	Samuels, William	16	do.
790	Scatliff, James	15	do.
791	Schoen, Godfrey	15	do. (1 month.)
792	Scully, Thomas Francis . . .	15	Same as No. 576.
793	Secord, William Kelsey	18	do.
794	Servern, Ferd. L. Wittelsey .	17	do. (1 month.)
895	Stillwell, William Moore . . .	15	Same as No. 576.
796	Stilson, John Linus	17	do.
797	Sullivan, James Joseph . . .	16	do.
798	Tate, Godfrey Ellison	15	do.
799	Van Dyke, Thomas, Jr.	16	do.
800	Wilson, Henry Lancaster . . .	15	do.

Schedule No. 8.

*Names of Instructors Employed at the Free Academy, and Compensation
Paid to each.*

NAMES.	Present Annual Compensation	Paid during the year end- ing Dec. 31, 1861.
Horace Webster, LL. D., President of the Faculty, and Professor of Moral, Intellectual, and Political Philosophy.....	\$3,000 00	\$3,000 00
John Jason Owen, D. D., LL. D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature.....	2,500 00	2,500 02
Woleott Gibbs, M. D., Professor of Chemistry and Physics.....	2,000 00	1,999 98
Gerardus Beekman Doeharty, LL. D., Professor of Pure Mathematics, and Seeretary of the Faculty.....	2,000 00	1,999 98
John Augustus Nichols, A. M., Professor of Mixed Mathematics.....	2,000 00	1,999 98
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.....	2,000 00	1,999 98
John Graeff Barton, A. M., Professor of the English Language and Literature.....	2,000 00	1,999 98
Jean Roemer, LL. D., Professor of the French Language and Literature.....	2,000 00	1,999 98
Agustin José Morales, LL. D., Professor of the Spanish Language and Literature.....	2,000 00	1,333 33
Theodore Gustav Glaubenskle, Professor of the German Language and Literature*.....	2,000 00	291 67
Adolph Werner, S. M., Professor of the German Language and Literature.....	2,000 00	1,250 00
Herman Joseph Aloys Kørner, Ph. D., Professor of Drawing.....	2,000 00	1,999 98
Robert Ogden Doremus, M. D., Professor of Natural History, Physiology, and Hygiene.....	1,000 00	1,000 03
John Tyler Benedict, A. M., Adjunct Professor in the Department of Pure Mathematics.....	2,000 00	1,999 98
George Washington Huntsman, A. M., Adjunct Professor of Philosophy.....	2,000 00	1,999 99
Joseph Howard Palmer, A. M., Tutor in the Department of Pure Mathematics.....	1,500 00	1,500 00
William Beinhauer Silber, A. M., Tutor in the Department of Latin and Greek Languages.....	1,500 00	1,500 00
Benjamin Arad Sheldon, A. M., Tutor in the Department of Pure Mathematics.....	1,500 00	1,500 00
Alfred George Compton, A. M., Tutor in the Department of History and Belles-Lettres.....	1,000 00	1,000 00
Cassimir Fabregou, A. M., Tutor in the Department of the French Language and Literature.....	1,000 00	1,000 03
Samuel Gould Jelliffe, A. M., Tutor in the Department of History and Belles-Lettres.....	500 00	499 99

* Resigned.

NAMES.	Present Annual Compensation	Paid during the year end- ing Dec. 31, 1861.
James Godwin, A. M., Tutor in the Department of Pure Mathematics.....	\$500 00	\$499 99
Lucien Oudin, A. M., Tutor in the Department of the French Language and Literature.....	500 00	499 99
Solomon Israel Woolf, A. B., Tutor in the Department of Drawing.....	500 00	500 00
James Knox, A. B., Tutor in the Department of Drawing.....	500 00	500 00
Fitzgerald Tisdall, A. B., Tutor in the Department of the Latin and Greek Languages.....	500 00	500 00
Arthur McMullen, A. M., Tutor in the Department of Pure Mathematics*.....	500 00	383 21

* Resigned.

Schedule No. 9.

Containing Location, Size, and Cost of Site, Size, Cost, and Date of Erection, of each School Building.

Ward Schools.	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	Wings of N	Size of Wings.	Size of Stair Building.	Cost of Build- ings.	Date of Erection.	Altered or Rebuilt.
No. 2	Henry st., near Pike.....	75 by 100 ft.	\$8,000	42 by 100 ft.	3	2	16½ by 25 ft.	.....	\$26,000	1835	1855
3	Hudson st., cor. Grove...	71 by { 100 " } 148 " }	20,000	48 by 116 "	4	{ 1 1 }	{ 23 by 26½ " } 39½ " }	9 by 20 ft.	37,000	1821	1860
4	{ Rivington st., n'r Ridge Ridge st.....	{ 75 by 100 " } 20 by 65 " }	12,000	45 by 100 "	4	{ 1 1 }	{ 20 by 50 " } 15 by 33 " }	.....	36,000	1819	1854
5	Mott st., near Prince....	75 by 100 "	10,000	55 by 90 "	3	....	.....	.....	23,000	1822	1855
6	Randall's Island.....	.....	.....	45 by 105 "	2	....	.....	.....	.....	.....	.....
7	Chrystie st., near Hester.	75 by 100 "	12,000	40 by 100 "	3	....	.....	.....	19,000	1826	1858
8	Grand st., near Wooster.	75 by 100 "	12,000	42 by 100 "	3	....	.....	.....	12,000	1826	1850
9	82d st., cor. 11th av....	100 by 100 "	2,500	28 by 90 "	1	....	.....	.....	4,000	1830	.....
10	Wooster st., near Bleecker	75 by 100 "	12,000	43 by 91 "	4	{ 2 2 }	{ 16 by 22 " } 16 by 26 " }	9 by 19 "	28,000	1828	1859
11	17th st., near 8th av....	100 by 100 "	12,000	50 by 100 "	4	4	25 by 25 "	.....	30,000	1832	1854
12	Madison st., near Jackson	100 by 100 "	11,000	42 by 85 "	3	2	29 by 25 "	14 by 19 "	26,000	1833	1856
13	Houston st., near Norfolk	100 by 100 "	11,000	50 by 95 "	4	4	25 by 27½ "	.....	33,000	1833	1856
14	27th st., near 3d av....	125 by 100 " { on 28th st., " 50 by 100 " }	{ 16,500 9,000 }	{ 2 stories. 55 by 128 " 2 stories. " }	4	{ 2 2 }	{ 25 by 25 " } 25 by 41 " }	.....	64,000	1849	1859
15	5th st., near Avenue D..	100 by 100 "	11,000	42 by 100 "	3	2	24 by 28 "	.....	18,000	1838	1855
16	13th st., near 7th av....	100 by 100 "	10,000	42 by 86 "	3	2	25 by 29 "	14 by 20 "	23,000	1845	1859
17	47th st., near 8th av....	100 by 100 "	5,000	47 by 97 "	3	{ 2 2 }	{ 21 by 25½ " } 24½ by 26½ " }	.....	27,000	1846	1859
18	51st st., n'r Lexington av.	100 by 100 "	5,000	41 by 86 "	4	2	16 by 26 "	15 by 20 "	23,000	1855	.....

Ward Schools	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Size of Stair Building.	Cost of Build- ings.	Date of Erection.	Altered or Rebuilt.
19	14th st., near 1st av.....	105 by 103 ft.	\$16,000	50 by 100 ft.	4	4	25 by 27½ ft.	.....	\$38,000	1859	
20	Chrystie st., near Delancy	100 by 100 "	18,000	50 by 97 "	4	{ 2 2 }	25 by 28 " 25 by 33 "	.....	35,000	1856	
21	Marion st., near Prince..	75 by 100 "	10,600	43 by 91 "	4	{ 2 2 }	16 by 22 " 16 by 26 "	9 by 19 ft	25,000	1843	1858
22	Stanton st., near Sheriff..	60 by 100 "	10,000	45 by 85 "	3	1	15 by 44 "	12 by 20 "	16,000	1843	1853 } 1861 }
23	City Hall place, n'r Pearl.	49 by { 69 " 87 " }	8,000	44 by 69 "	3	.....	.....	.....	18,000	1843	1856
24	Elm st., near Leonard...	50 by { 90 " 95 " }	8,000	44 by 90 "	3	.....	.....	.....	19,000	1843	1855
25	Oak st., near Roosevelt...	.....	Leased.								
27	Oliver st., near Oak.....	.....	Leased.								
28	40th st., near 8th av....	100 by 98½"	2,425	50 by 96 "	3	{ 2 2 }	20 by 24½ " 9½ by 20 "	.....	23,000	1846	1860
29	Greenwich st., n'r Rector	48½ by 97½"	Leased.	40 by 80 "	4	2	4 by 16 "	14 by 22 "	30,000	1845	1854
30	Baxter st., near Grand...	75 by 100 "	10,000	45 by 90 "	3	.....	.....	9 by 20 "	18,000	1844	
31	Monroe st., n'r Montg'n'ry	70½ by 97 "	6,000	42 by 85 "	3	4	16½ by 25 "	15 by 19 "	27,000	1844	1857
32	35th st., near 9th av.....	100 by 98½"	5,300	50 by 98½"	4	4	25 by 25½ "	.....	39,000	1843	1861
33	28th st., near 10th av....	125 by 100 "	17,250	50 by 100 "	{ 3 on rear. 4 on front }	2	24 by 25 " 24 by 26 "	.....	38,000	1857	
34	Broome st., near Sheriff.	75 by 87 "	5,250	50 by 87 "	3	4	12½ by 25 "	.....	21,000	1847	1856
35	13th st., near 6th av.....	87 by 103 "	8,338	49 by 87 "	4	{ 2 2 }	19 by 30 " 19 by 27 "	15 by 21 "	35,000	1847	1861
36	9th st., near Avenue C...	100 by 100 "	6,530	50 by 95 "	3	2	25 by 26½ "	.....	22,000	1847	1855
37	87th st., near 4th av.....	100½ by 100 "	2,300	48 by 83 "	3	2	26 by 26 "	15 by 20 "	30,000	1853	1861
38	Clark st., near Broome..	75 by 90 "	10,000	50 by 90 "	4	4	12½ by 25 "	.....	21,500	1847	1858
39	125th st., near 2d av.....	100 by 99 11-12	1,600	50 by 95 "	3	2	10 by 23 "	.....	14,000	1849	1856
40	20th st., near 1st av.....	80 by 99 ft.	5,800	50 by 95 "	.....	.....	.....	.....	16,000	1849	1858

41	Greenwich av., oppo- site Charles st.,	99 by { 119 " } 166 " }	8,491	50 by 85 "		5	2 15 by 18 "	15 by 20 "	22,500	1850	1857
42	Allen st., near Hester. . .	98 by 76 "	14,000	44 by 76 "		4	4 18 by 23 "	.....	29,500	1850	1860
43	129th st., near 10th av. . .	200 by 99 11-12	1,600	45 by 70 "		3	.....	15 by 20 "	16,000	1854	
44	N. Moore st., cor. Varick W. B'dway, n'r Franklin.	87½ by 75 ft. 25 by " "	26,919 9,000	{ 47 by 80 "		4	{ 1 17 by 33 " 2 14 by 25 " 1 25 by 75 " }	.....	43,000	1851	
45	24th st., near 7th av. . . .	100 by 98½"	8,160	50 by 95 "		4	{ 2 18 by 25 " 2 20 by 25 " }	.....	30,000	1851	1859
46	156th st., near 10th av. . .	199½ by 100 "	2,800	32 by 58 "		2	1 22 by 53 "	9 by 19 "	12,000	1852	1860
47	12th st., near Broadway.	100 by 100 "	23,126	45 by 100 "		4	2 25 by 50 "	.....	33,000	1855	
48	28th st., near 6th av. . . .	100 by 100 "	13,800	45 by 81 "		4	{ 2 24 by 26½ " 2 26½ by 39 " }	... ..	33,000	1854	
49	37th st., near 2d av. . . .	100 by 125 "	9,990	{ 2 stories. 50 by 125 " 2 stories. 50 by 110 " }		4	2 20 by 40 "	.....	34,000	1855	
50	20th st., near 3d av.	100 by 100 "	13,000	100 by 50 "		4	1 25 by 50 "	.....	29,000	1855	
51	44th st., near 10th av. . . .	100 by 100 "	4,800	43 by 94 "	{ 4 on rear. 3 on front }	4	2 24 by 24 " 2 19 by 27 " }	.....	25,000	1858	
52	Kingsbridge road, near } 206th st.	100 by 200 "	Donated.	41 by 78 "		3	.....	15 by 20 "	14,000	1857	
53	79th st., near 3d avenue.	100 by 102½"	.....	45 by 98 "		4	{ 2 27½ by 26 " 2 26 by 19½ " }	.....	43,000	1860	
Colored Schools.											
No. 1	Mulberry st., near Grand.	50 by 100 "	6,000	34 by 91 "		3	4 8 by 22 "	9 by 19 "	13,000	.....	1859
2	Laurens st., near Broome	55 by 93 "	5,000	30 by 75 "		3	.....	.....	6,000		
4	117th st., near 2d av. . . . .	.....	Leased.	.....			.....	.....
5	Thomas st., near Church.	.....	Leased.	.....			.....	.....
6	Broadway, near 37th st.	.....	Leased.	.....			.....	.....
7	17th st., near 7th av. . . .	25 by 95 "	3,000	25 by 62 "		3	.....	11 by 28 "	5,000	1849	

Primary Schools.	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Size of Stair Building.	Cost of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 1	Ludlow st., near Delancey	75 by 87½ ft.	\$8,500	45 by 82 ft.	3	.....	.....	.....	\$10,000	1843	
2	Bayard st., near Baxter..	25 by 95 "	Leased.	25 by 62 "	3	.....	.....	11 by 28 ft	4,300	1846	
3	Cannon st., near Stanton.	25 by 100 "	2,500	25 by 45 "	3	.....	.....	.....	4,000	1834	
4	120th st., near 3d av....	.....	Leased.	.....	.....	.....	.....	.....	.....	.....
5	4th st., near Avenue C...	49½ by 98 "	11,000	36 by 94 "	3	4	6½ by 22 ft.	.....	17,000	1857	
6	Thompson st., n'r Broome	25 by 100 "	3,500	25 by 62 "	3	.....	.....	11 by 28 "	5,000	1844	
7	Amos st., n'r Washington	25 by 95 "	4,000	25 by 62 "	3	.....	.....	11 by 28 "	5,000	1844	
8	Mott st., near Bayard...	50 by 95 "	11,000	36 by 90 "	3	4	7 by 22 "	.....	17,000	1857	
9	First st., near 2d av....	.....	Leased.	.....	.....	.....	.....	.....	.....	.....
10	Cannon st., near Broome.	.....	Leased.	.....	.....	.....	.....	.....	.....	.....
11	Greenwich st., n'r Vestry	25 by 100 "	Leased.	25 by 62 "	3	.....	.....	11 by 28 "	5,000	1845	
12	20th st., near 7th av....	.....	Leased.	.....	.....	.....	.....	.....	.....	.....
13	Downing st., n'r Bleecker	.....	10,000	including building.	.....	.....	.....	.....	.....	.....	1856
14	Oliver st., near Oak.....	71 by 100 "	40,000	40 by 92 "	3	{ 2	9 by 20 " }	.....	23,000	1860	
15	Stone st., near Whitehall.	25 by 100 "	8,000	25 by 62 "	3	{ 2	9 by 19 " }	.....	6,000	1845	
16	23d st., cor. 2d av....	.....	Leased.	.....	.....	.....	.....	11 by 28 "	.....	.....
17	43d st., cor. 8th av....	.....	Leased.	.....	.....	.....	.....	.....	.....	.....
18	Waverley place, n'r Bank	50 by 66 "	5,000	26 by 66 "	2	.....	.....	.....	7,000	1839	
19	18th st., near 9th av....	25 by 100 "	3,000	25 by 62 "	3	.....	.....	11 by 28 "	5,000	1845	
20	Broome st., near Clinton.	{ 50 by 88 " }	11,300	36 by 88 "	3	4	7 by 18½ "	.....	17,000	1839	1859
		{ 34½ by 40½ " }									
21	Rivington st., n'r Goerck.	36 by 100 "	4,000	25 by 45 "	3	.....	.....	.....	5,000	1839	
22	1st av., cor. 9th st....	69 by 100 "	6,000	42 by 100 "	3	2	14 by 21 "	.....	21,000	1843	1860
23	11th st., near 4th av....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Horatio st., near 9th av.	50 by 87½ "	6,500	36 by 87 "	3	4	7 by 22 "	.....	13,000	1858	
25	Greenwich st., n. Charlton	25 by 100 "	Leased.	25 by 62 "	3	.....	.....	11 by 28 "	5,000	1846	
26	84th st., near 4th av....	.....	Leased.	.....	.....	.....	.....	.....	.....	.....
27	37th st., near 11th av....	75 by 107 "	3,900	40 by 90 "	3	2	9½ by 25 "	9½ by 24 "	18,000	1854	

28	23d st., near 2d av.....	.....	Leased.	40 by 90 "	2	2	21½ by 35 "	.....	19,000	1854	1861
29	19th st., near 1st av.....	83 by 92 "	7,200								
30	Ward's Island.....	.....								
31	2d st., near Avenue C.....	.....	Leased.	78 by 40 "	1	2	15 by 20 "	.....	6,000	1858	
32	182d st., near 11th av....	200 by 100 "	2,000								
33	Varick st., near Canal....	.....	Leased.								
34	John st., near Nassau....	.....	Leased.								
35	67th st., near Broadway.	.....	Leased.								
36	41st st., bet. Lexington } and 3d. avs.....	.....	Leased.								
37	40 Robinson street.....	.....	Leased.	35 by 68 "	3	4	6 by 20 "	.....	14,000	.....	1861
38	Trinity place, n. Rector st.	47 by 80 "	Leased.								
Colored Primary Schools.											
No. 2	2d st., near Avenue C....	.....	Leased.								
3	2d st., near Avenue C....	.....	Leased.								

WARD SCHOOL No. 28.

The site of Ward School No. 28 is on the north side of Fortieth street, about 200 feet east of Eighth avenue, in the Twenty-second Ward, and contains four city lots, being 100 feet wide on front and rear, by 98 feet 9 inches deep.

The original building was erected in 1846, and known as Ward School No. 13 until 1853, when the number was changed to No. 28. The dimensions, &c., of the building, as given in the annual reports, were as follows: "Main building, 50 by 81 feet;" "number of stories, 3;" "stair building, $17\frac{1}{2}$ by 20 feet;" cost \$10,000.

A correct idea of the "Front," *as it was*, may be formed by referring to the annexed engraving, the level portion of the roof cornice belonging to the original building; the two "wings" with pediments having been added.

A description of the interior will not be attempted, it being considered sufficient to state that the arrangements and accommodations were entirely "behind the age," and that the School Officers of the Ward, in February, 1860, applied for authority to alter and repair the building, which was referred to the Committee on Repairs, who, after examining the premises, reported unanimously in favor of the measure, and authority to proceed was granted by the Board of Education on the 7th of March, 1860.

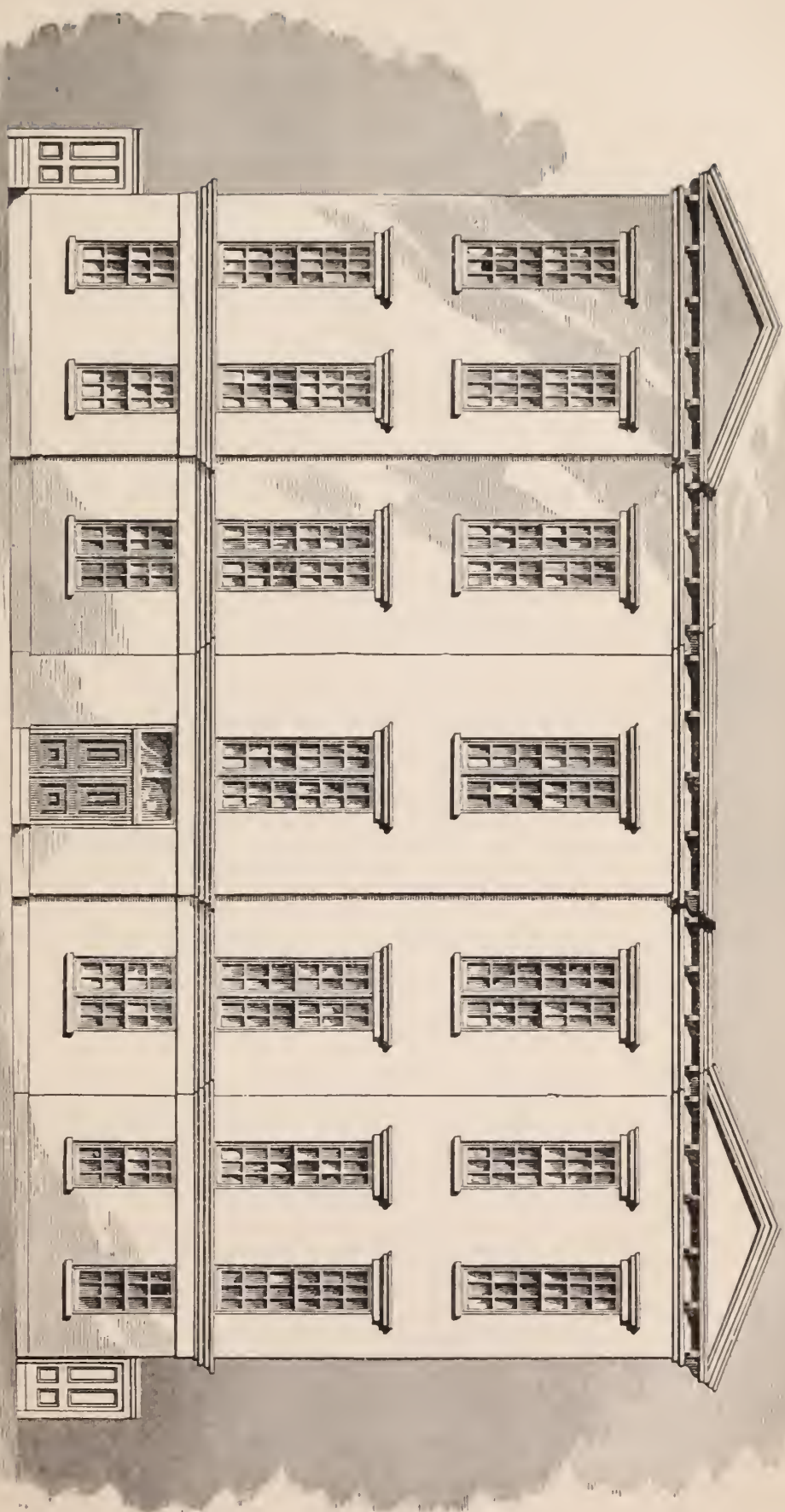
By reference to the accompanying engravings, the appearance of the front, the arrangement and location of rooms, stairs, yards, &c., will be readily perceived. The general dimensions are as follows: size of lot, 100 by $98\frac{3}{4}$ feet; main

building, 50 by 96 feet; two wings, each 24 by $24\frac{1}{2}$ feet; two wings containing stone stairways, each $9\frac{3}{4}$ by 20 feet.

There is no cellar under the main building: the cellars under the front wings are used for the storage of fuel. The building being only three stories high, there are no play-rooms within the building; as a substitute, there are sheds along one side of each yard, under which the scholars may be protected, during intermissions, from rain and snow, and from the "rays of the summer sun."

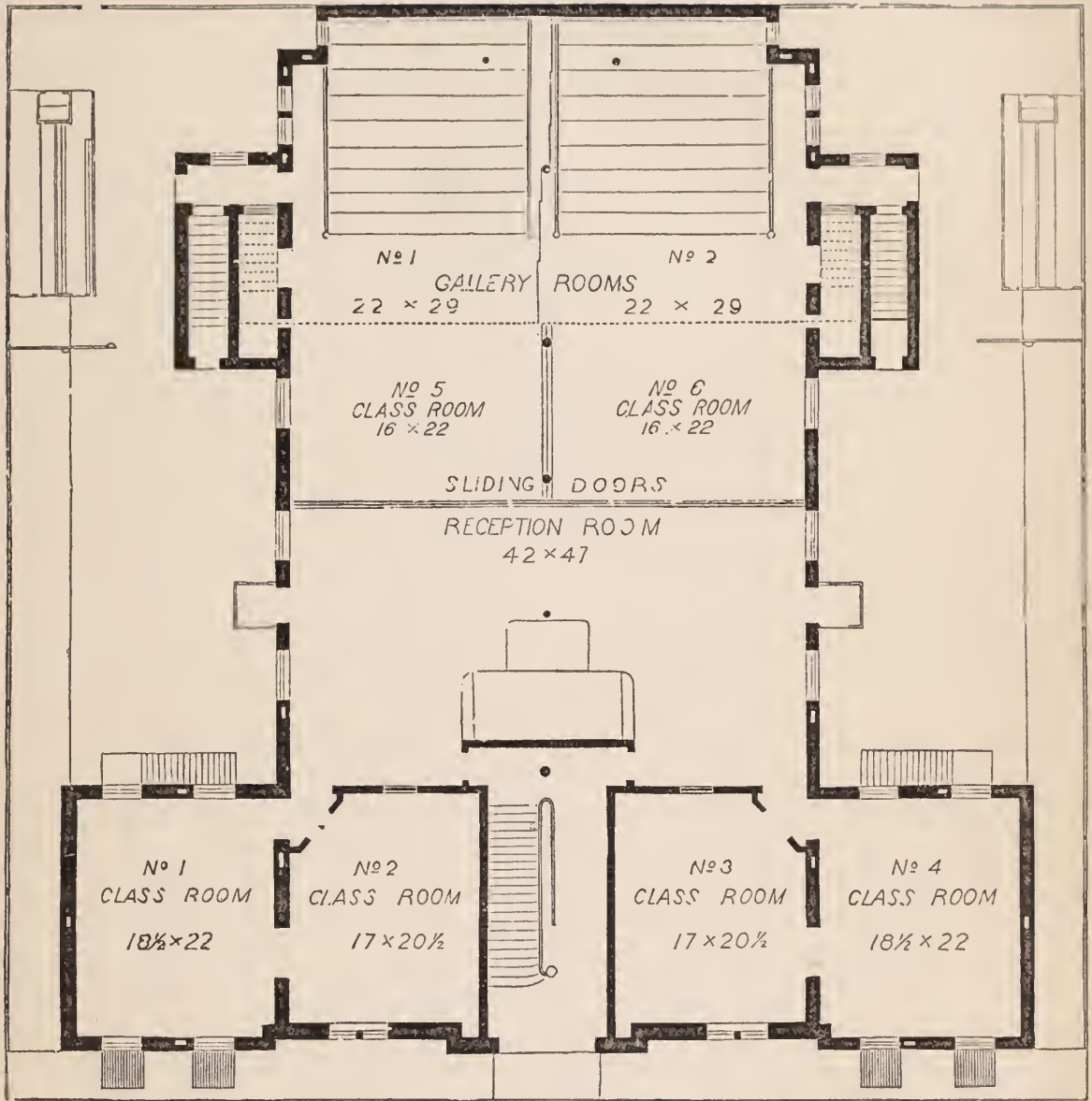
The rooms are all warmed by stoves, using coal as fuel.

In regard to rooms, this School falls short of the usual number, as compared with an entirely new building, with the "modern improvements;" but as regards convenience, light, air, good furniture, and fixtures generally, it is considered equal to the best. The School will accommodate about 1,600 scholars.

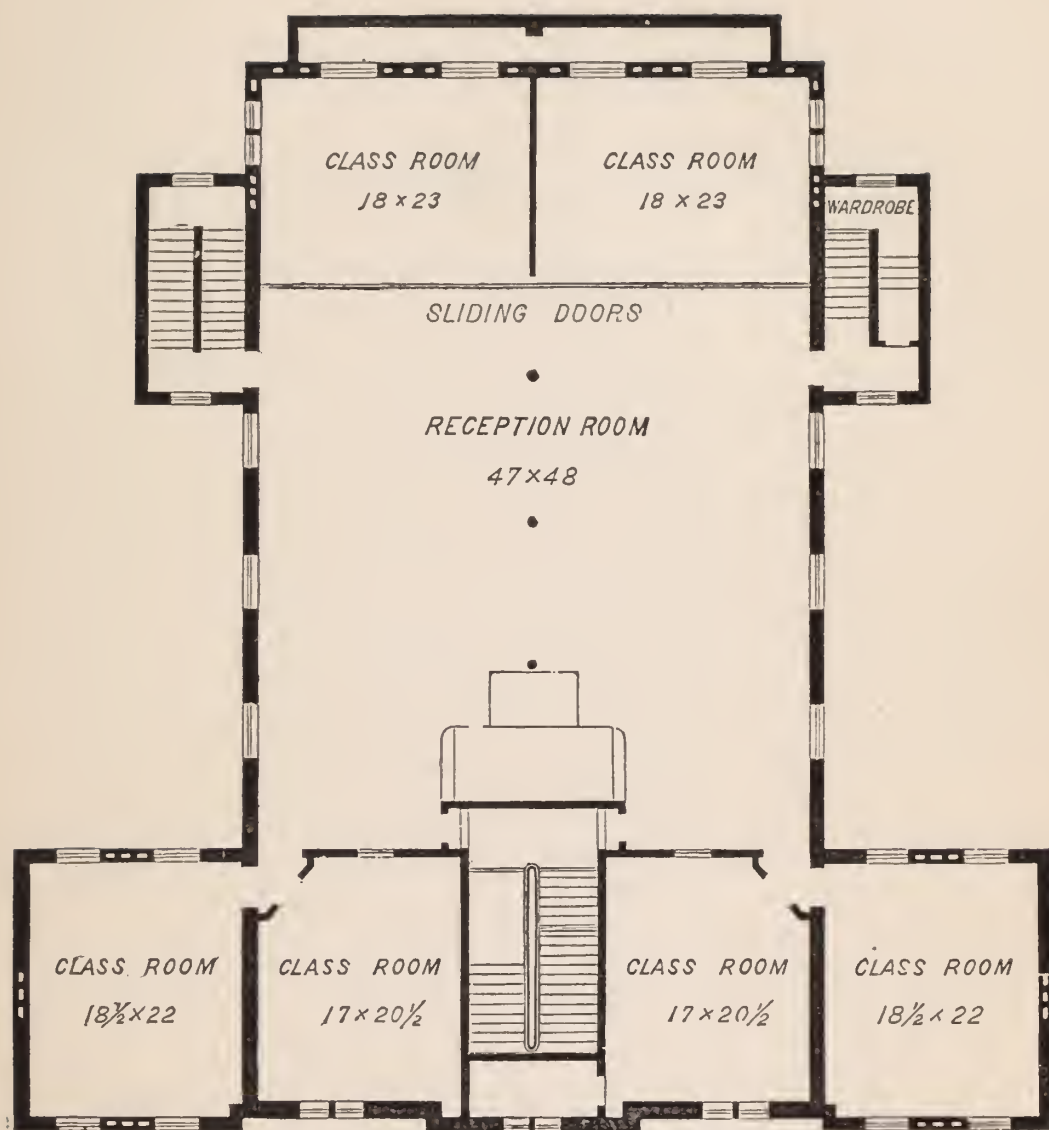


No. 1. FRONT ELEVATION, WARD SCHOOL No. 28.

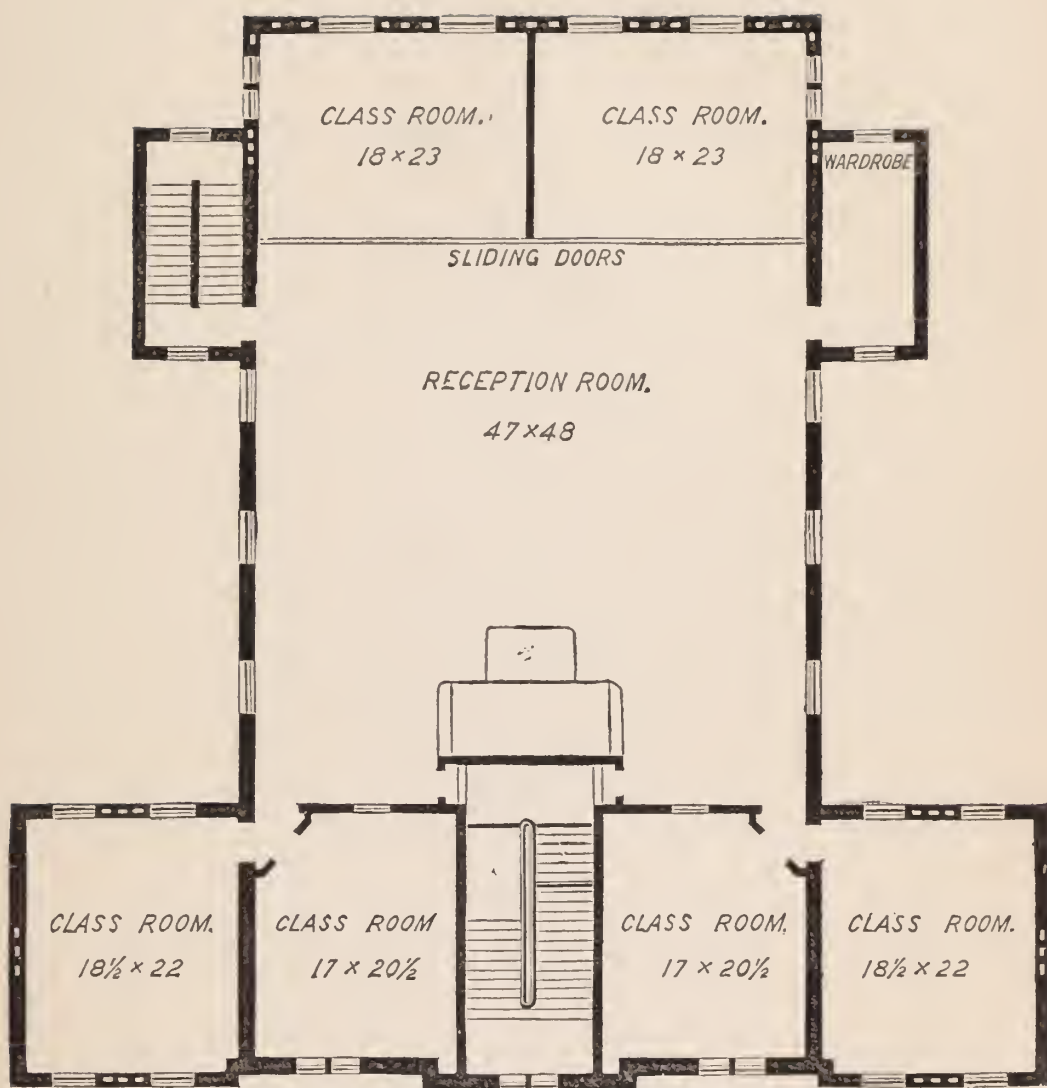
FORTIETH STREET. BETWEEN SEVENTH AND EIGHTH AVENUES.



No. 2. PLAN OF FIRST STORY.
 WARD SCHOOL No. 28.
 Twenty-second Ward.



NO. 3. PLAN OF SECOND STORY.
WARD SCHOOL NO. 28.
Twenty-second Ward.



No. 4. PLAN OF THIRD STORY.
 WARD SCHOOL No. 28.
 Twenty-second Ward.

WARD SCHOOL No. 32.

The new building for Ward School No. 32 is situated on the north side of Thirty-fifth street, 150 feet east of Ninth avenue, in the Twentieth Ward.

The building formerly occupying this site was erected for Ward School No. 17, in 1843, which became No. 32 when the Schools of this city were re-numbered, in 1853. Since the erection of the building the grade of the street was altered, leaving the school-yards about seven feet above the sidewalks; this, together with the style of the building, which was "of ye olden time," made it impossible to *alter* or *repair* so as to properly accommodate the great number of scholars in that neighborhood; application was made to the Board of Education in March, 1860, for privilege to erect a new building, which was not granted, on account of "appropriations already made," but the measure was "recommended to the early and favorable consideration of the Board next year." The "Board of School Officers" again applied, on the 16th of January, 1861, which was favorably reported on at the first meeting in February, and authority granted to "advertise for estimates and proposals for the erection of a new School-House."

Contracts for the erection of the new building were made during the month of March, and the taking down of

the old building was commenced about the first of April, 1861, and the new building will be completed in the Spring of 1862.

The entire cost of building, furniture, and heating, will be about \$42,000.

The accompanying engravings show the style of the front, the general arrangement of the interior of the building, the location and form of the class rooms, play rooms, yards, Janitor's rooms, &c.

The size of the lot is 100 feet wide on front and rear by 98 feet 9 inches deep.

The entire depth of the building is 98 feet 9 inches, the front is 100 feet wide, and the building is of the same width for 26 feet distance from the front; the remainder is 50 feet wide by 72 feet 9 inches deep, with two side wings, each 25 feet by 25 feet 4 inches.

The first story of main front, the quoins, belt course, and window trimmings, are all of polished brown stone, the cornice is of galvanized iron, painted and sanded, in imitation of brown stone; the brick work is of Philadelphia pressed brick.

The height of the several stories is as follows: cellar, 8 feet; first story, $9\frac{1}{2}$ feet; second and third stories, and class rooms of fourth story, each 14 feet, all in the clear; the ceiling of the "reception room," in fourth story, is on line with the rafters; making the story 17 feet high at the sides, and 30 feet high in the centre.

This building is intended to accommodate a Primary Department, for boys and girls; and a Grammar Department, for boys only; by referring to the engravings, it will be seen that the third story is entirely devoted to class rooms. This arrangement gives more class rooms for the Grammar Department than usual.

The Primary Department will have a "reception room," two "gallery rooms," and six class rooms, on the second floor, and eight class rooms on the third floor, making sixteen

rooms, besides the "reception room." The Grammar Department will have a "reception room" and six class rooms on the fourth floor, and six class rooms on the third floor, making twelve class rooms in all, or twenty-eight class rooms in the building, which will comfortably seat 1,800 scholars, and including "reception rooms," will seat 2,700 scholars.

Each class room will be provided with a separate wardrobe for the scholars' clothing. The furniture will be of the most approved pattern, consisting of writing desks, settees, &c., made of cherry wood, and cast iron supports, all nicely varnished.

Every room in the building, and all halls and stairways are provided with pipes for gas; each story has also two or more basins, &c., for Croton water; all the waste pipes, rain water leaders, cesspools, and soil pipes, are connected with drains leading to the street sewer.

The building is to be warmed and ventilated by Baker & Smith's low pressure steam apparatus, in connection with five of Miller's 30-inch ventilators, placed on the roofs.

The roofs are all of tin, the gutters of copper, the stairs for scholars of polished blue stone, the sides of the stairways being faced with Collabar brick.

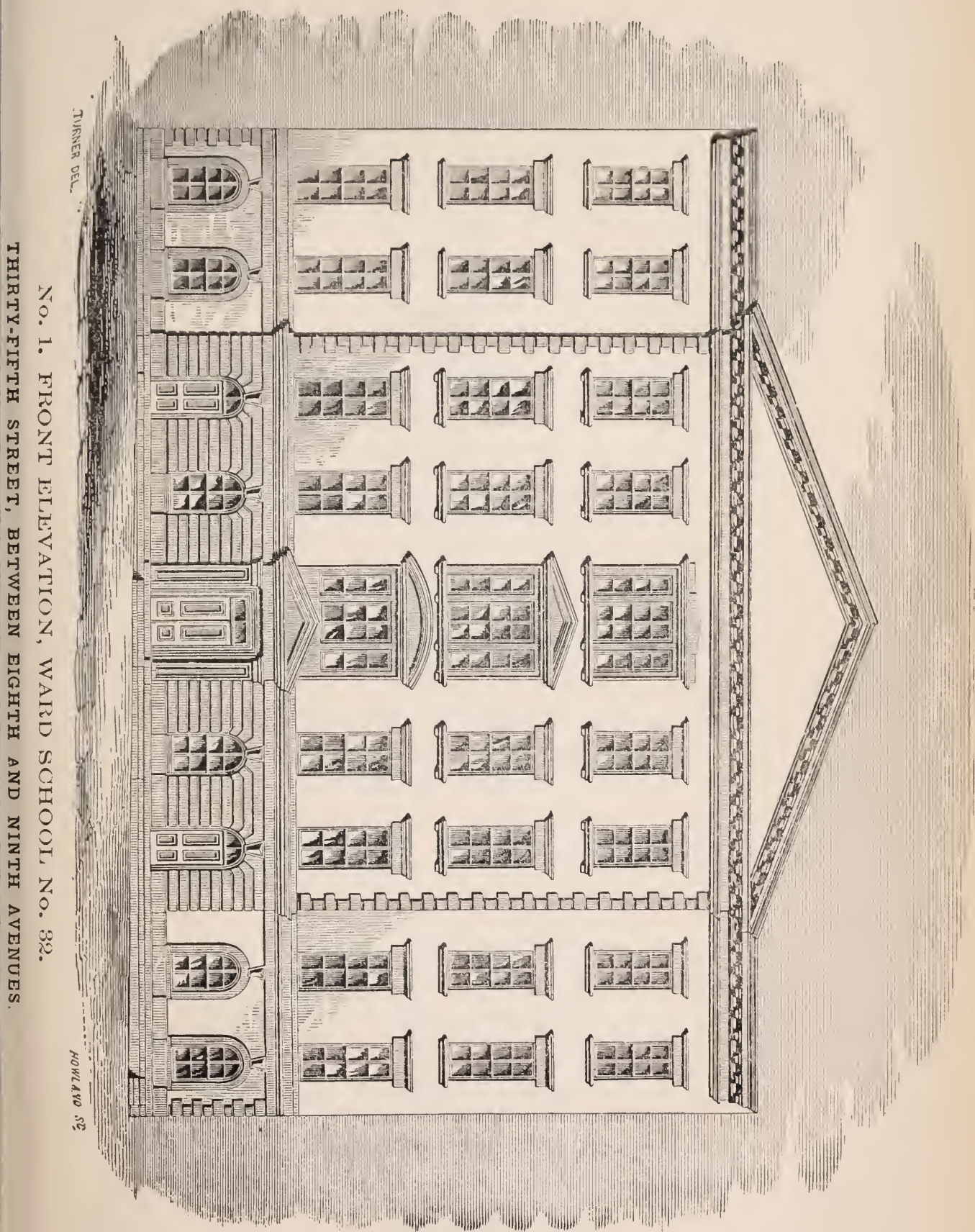
All the windows (except on rear stairs) are to have inside folding blinds, painted a light straw color; the rooms all wainscoted to the height of the window sills; all trimmings, wainscot, doors, &c., grained in imitation of oak, and varnished.

Each play room, class room, and gallery room, is furnished with a gong, operated from the Teacher's platform of the department to which it belongs; speaking tubes and bells are placed and arranged so as to communicate from the Teacher's platforms to the Janitor's apartments.

Ample provision is being made for the comfort and conve-

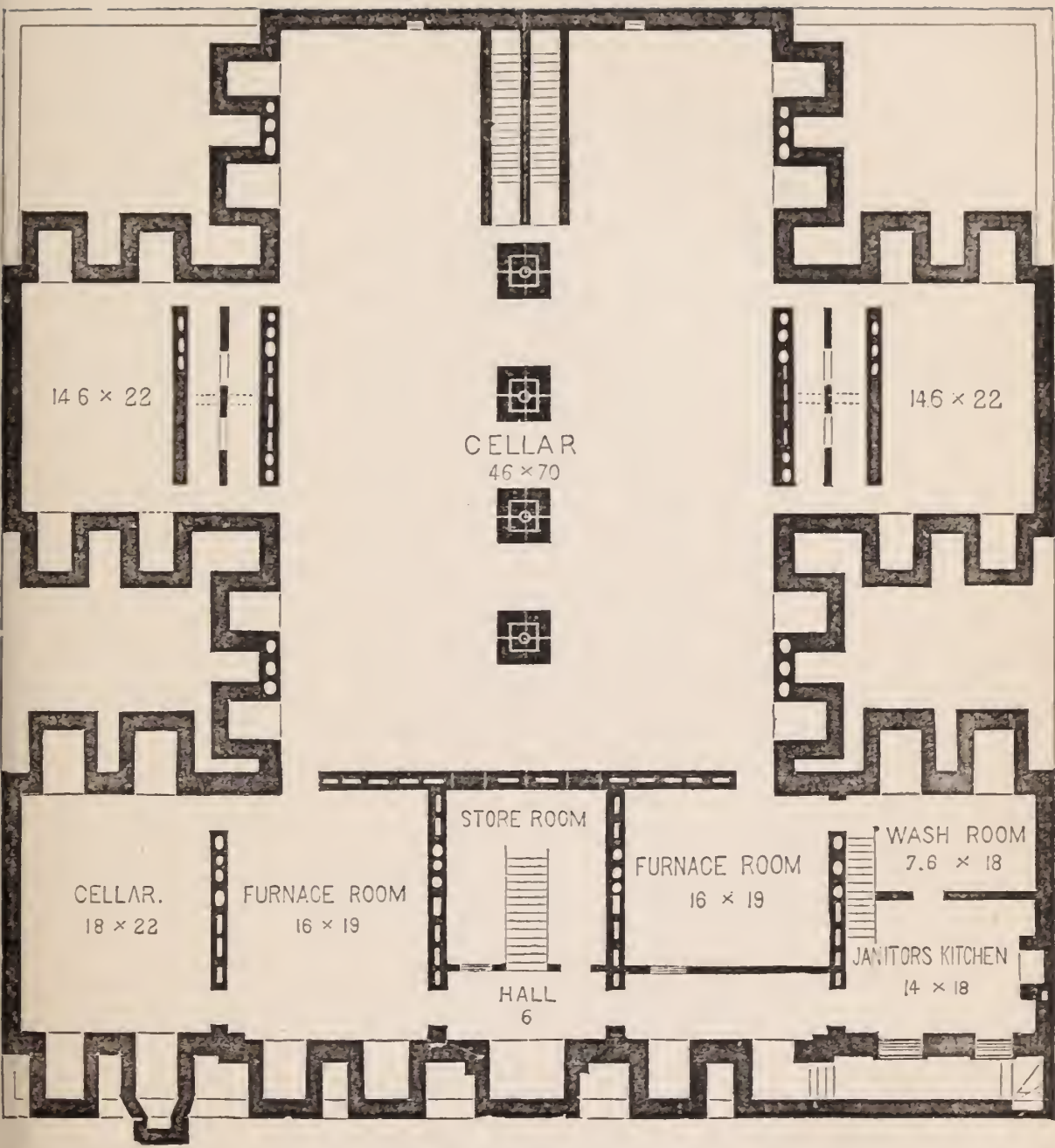
nience of Teachers and Scholars, and when completed, it is believed this School building will compare favorably with the best in the country.

The drawings and specifications for this building, and others erected or altered during the year, were made at the office of the Superintendent of School Buildings, No. 94 Crosby street.

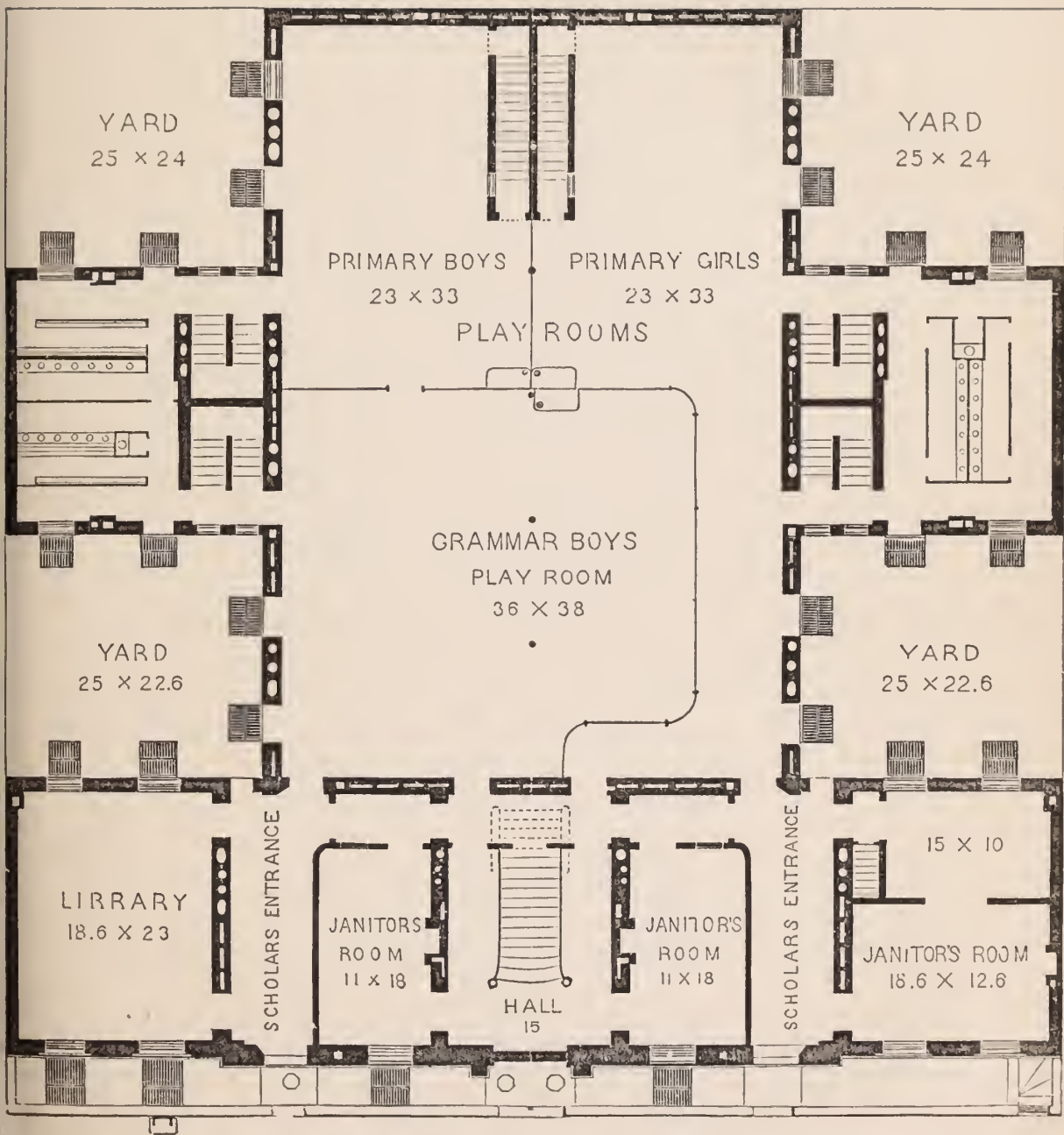


No. 1. FRONT ELEVATION, WARD SCHOOL No. 32.

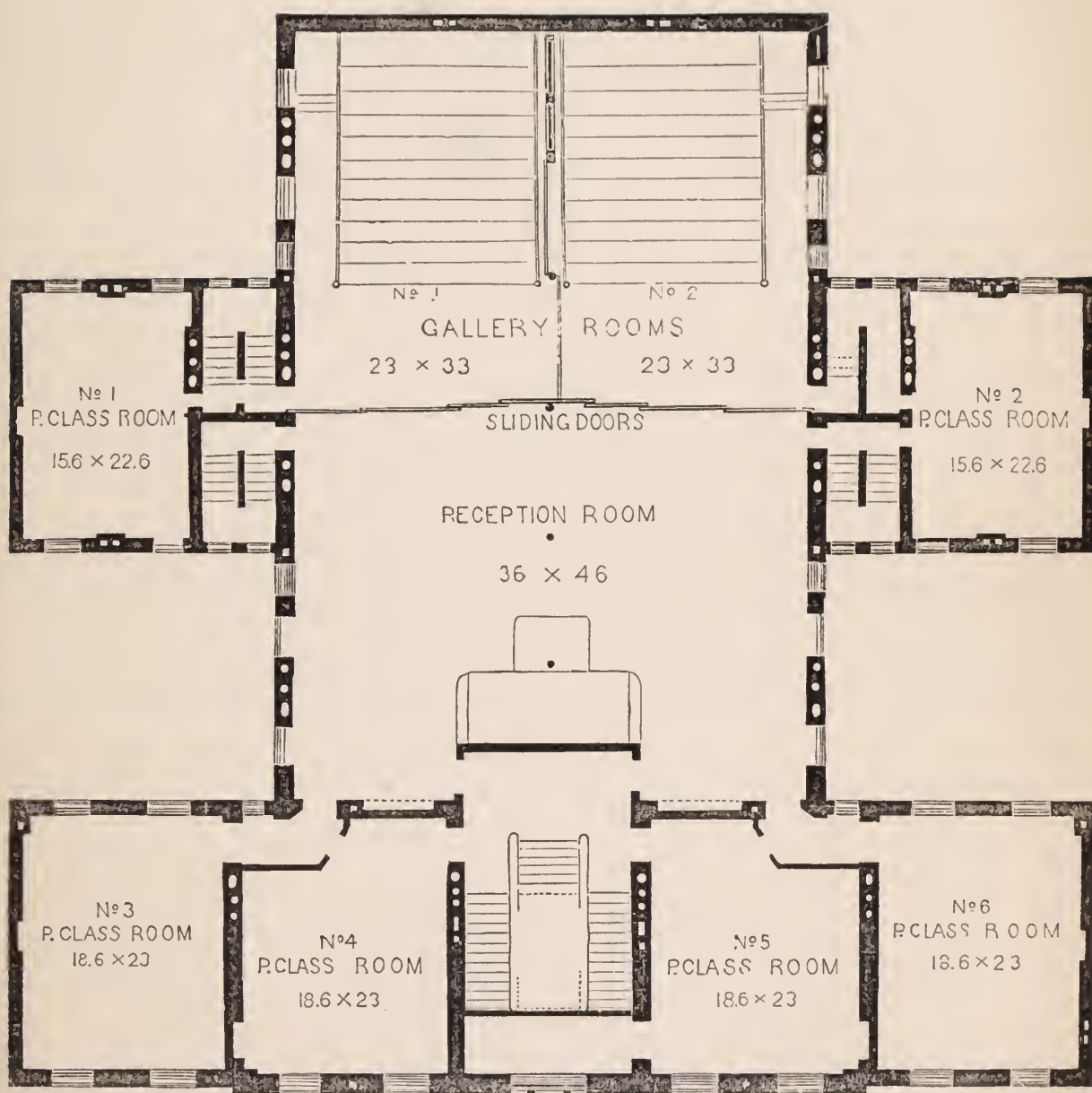
THIRTY-FIFTH STREET, BETWEEN EIGHTH AND NINTH AVENUES.



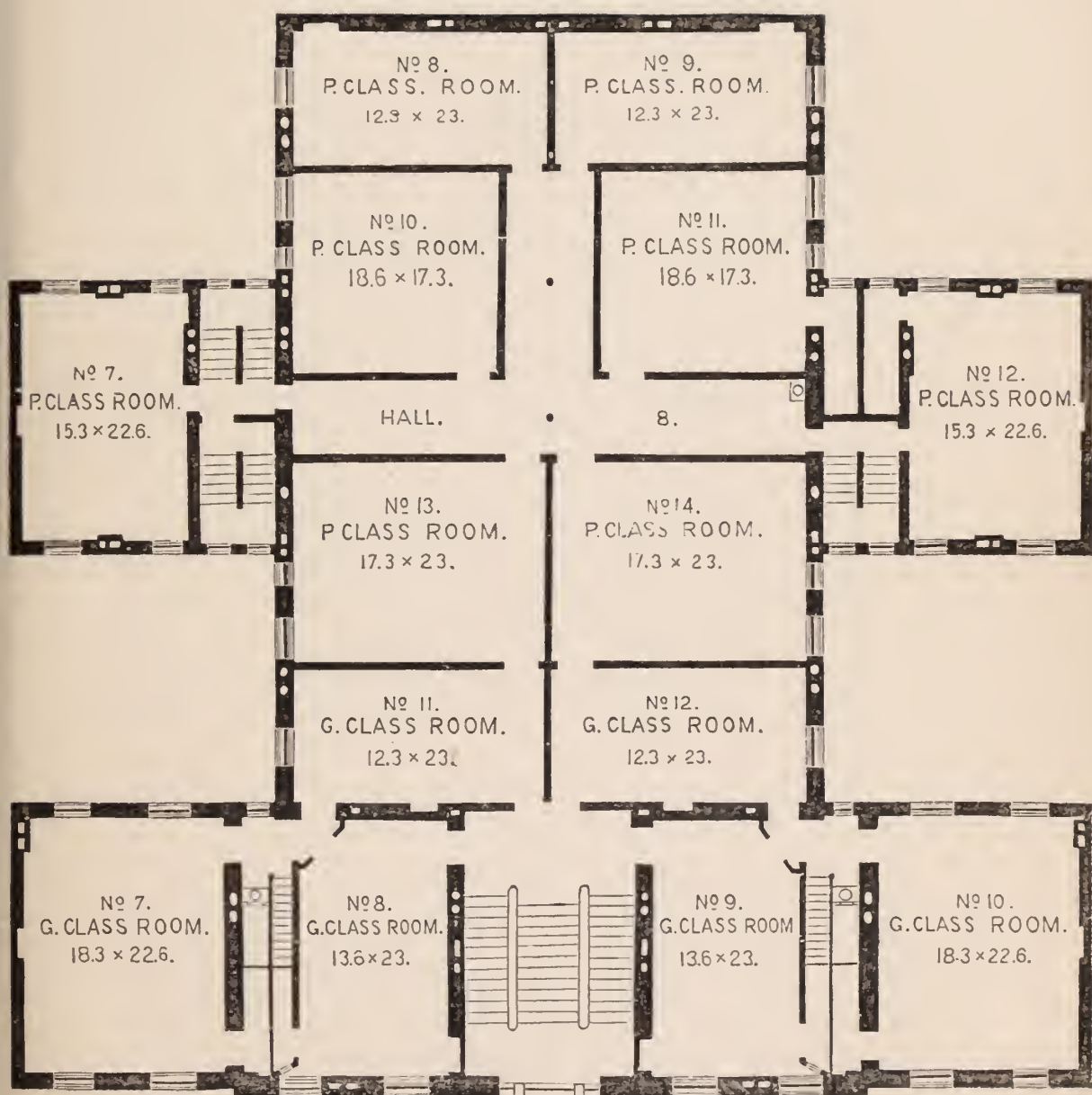
No. 2. PLAN OF CELLAR.
WARD SCHOOL No. 32.
Twentieth Ward.



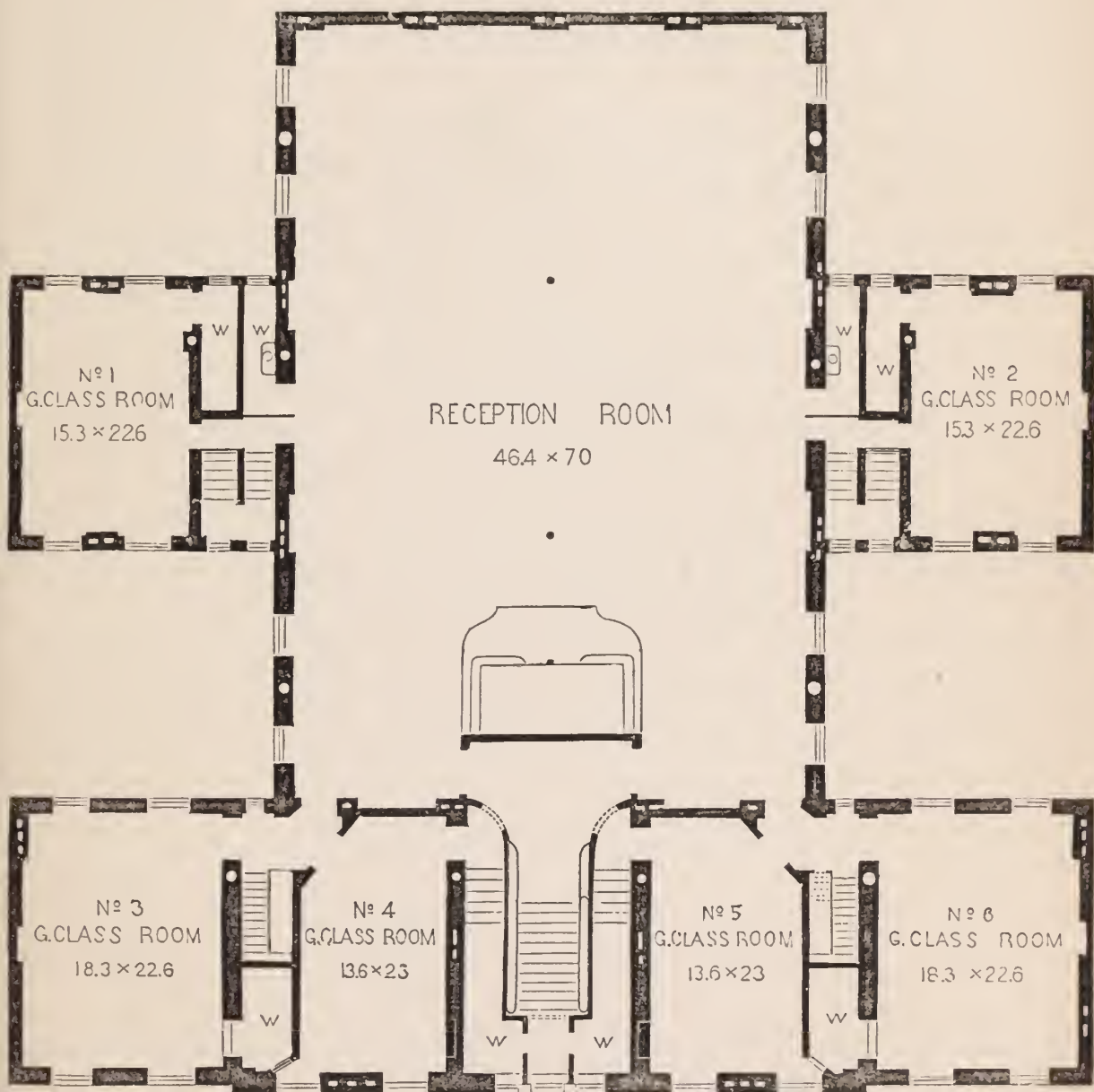
No. 3. PLAN OF FIRST STORY.
WARD SCHOOL No. 32.
Twentieth Ward.



No. 4. PLAN OF SECOND STORY.
 WARD SCHOOL No. 32.
 Twentieth Ward.



No. 5. PLAN OF THIRD STORY.
 WARD SCHOOL No. 32.
Twentieth Ward.



No. 6. PLAN OF FOURTH STORY.
 WARD SCHOOL No. 32.
Twentieth Ward.

WARD SCHOOL No. 35.

Ward School No. 35 is situated on the south side of Thirteenth street, 100 feet east of Sixth avenue, in the Fifteenth Ward.

The building when erected (in 1847) was known as Ward School No. 20, and remained thus until 1853, when all the Ward Schools of the city were re-numbered ; since that time it has been called No. 35.

The dimensions, &c., of the lot and former buildings were as follows : Lot, 87 by $103\frac{1}{4}$ feet ; main building, 49 by 81 feet 6 inches (the front being $6\frac{1}{2}$ feet from the street line) ; stair building, 15 by 23 feet ; number of stories, 4 ; cellar, none ; cost, \$21,000.

In consequence of the great number of scholars, and the want of additional class rooms to properly accommodate them, the School Officers of the Ward, in April, 1860, asked the Board of Education for authority to erect wings, and make other repairs to " said building," which was not granted, " for the reason that the state of the funds of the Board will not warrant so large an expenditure as is required for said object at the present time."

On the 16th of January, 1861, the School Officers again applied for permission, which was granted by the Board of Education at a meeting on the 6th of February ; contracts were made in March ; operations at the building commenced early in April ; the alterations and additions were completed, and the School was formally opened, with appropriate exercises, on the 25th of November, 1861.

The dimensions of the building, &c., as at present arranged, are as follows : Main building, 49 by 88 feet ; stair building,

15 by 23 feet ; two front wings, each $18\frac{1}{2}$ by 30 feet ; two rear wings, each $18\frac{1}{2}$ by 27 feet ; number of stories, 4 ; cellar, under front wings and under main building, equal to the depth of front wings.

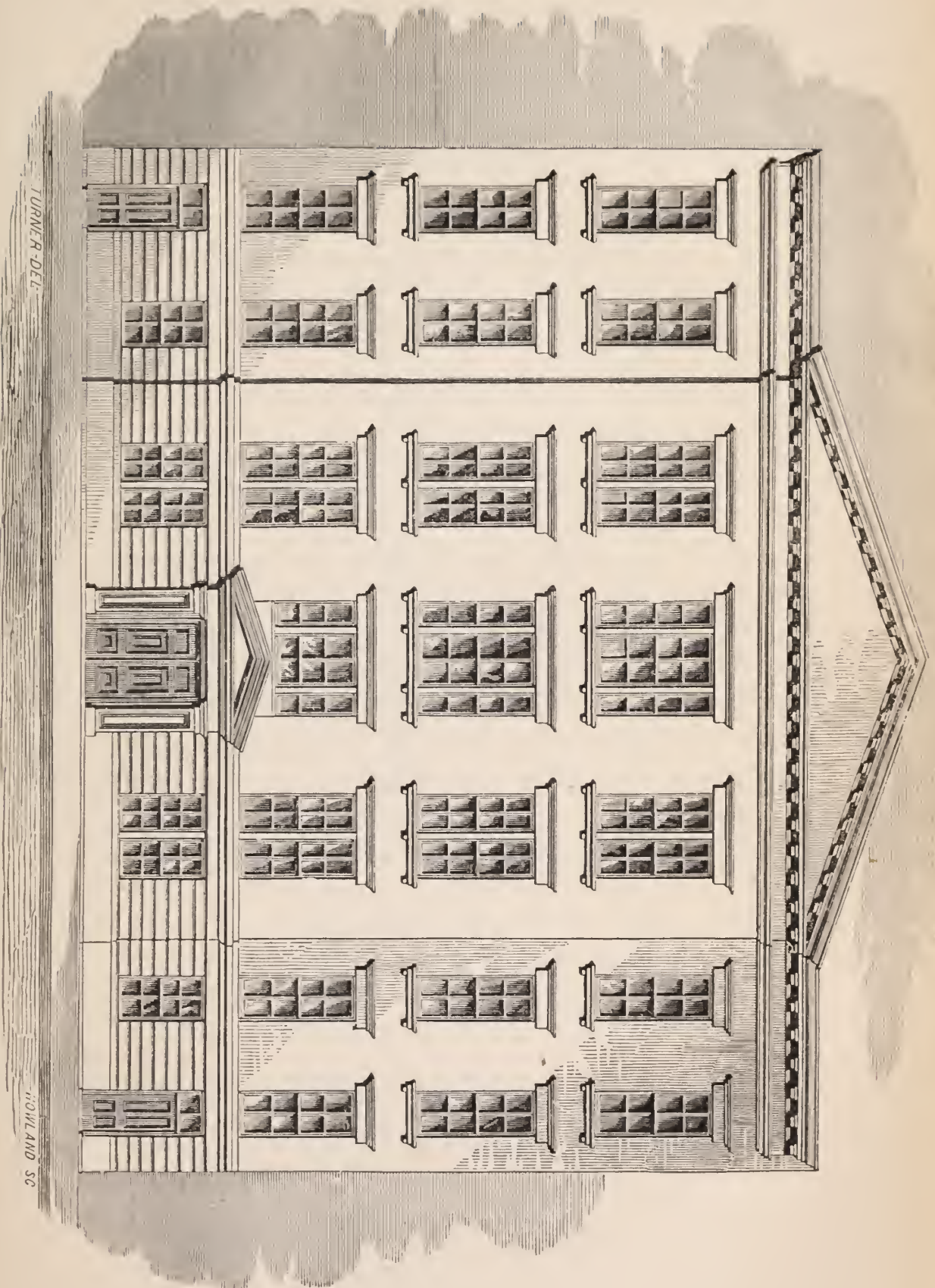
This School is arranged in two Departments, a *Senior* and *Primary, for boys only* ; the *Senior* Department has a “reception room” (in the fourth story) and fourteen class rooms (six in the fourth story and eight in the third story) ; the *Primary* Department has a “reception room” (in the second story) and eight class rooms (six in the second story and two in the third story.)

The reception rooms are seated with “fancy open back lifting seat settees ;” of the class rooms, some are seated with settees, a majority of them have writing desks and chairs ; each room has a wardrobe for scholars’ clothing, slates for black-board purposes, book-case, table, &c. ; the building throughout is furnished with everything of the best quality necessary for educational purposes.

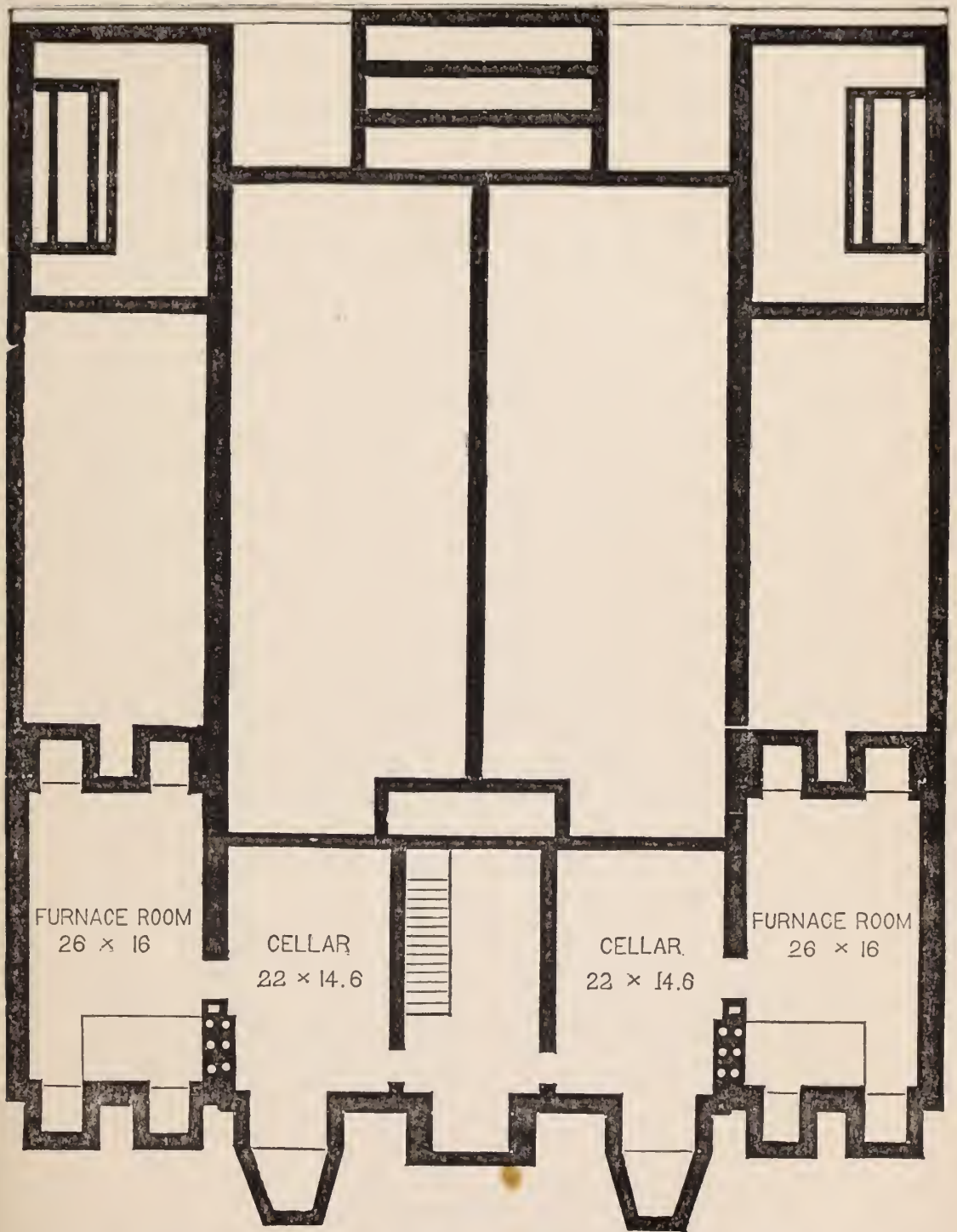
A front view of the building (which is thought decidedly neat, as well as noble in appearance), the location of wings, class rooms, reception rooms, janitor’s rooms, stairways, play rooms, yards, &c., are shown on engravings, marked Front Elevation, and Plans Nos. 1, 2, 3, 4, and 5.

The warming and ventilating of the building are accomplished by Gold’s low pressure steam apparatus, in connection with three of Miller’s 30 inch ventilators, placed on the roof.

The building is supplied throughout with pipes for gas ; the several stories have also pipes, basins, &c., for Croton water ; and all waste pipes, rain water leaders, soil pipes, and cesspools, are connected with drains leading to the street sewer.



FRONT ELEVATION, WARD SCHOOL No. 35.
THIRTEENTH STREET, BETWEEN FIFTH AND SIXTH AVENUES.

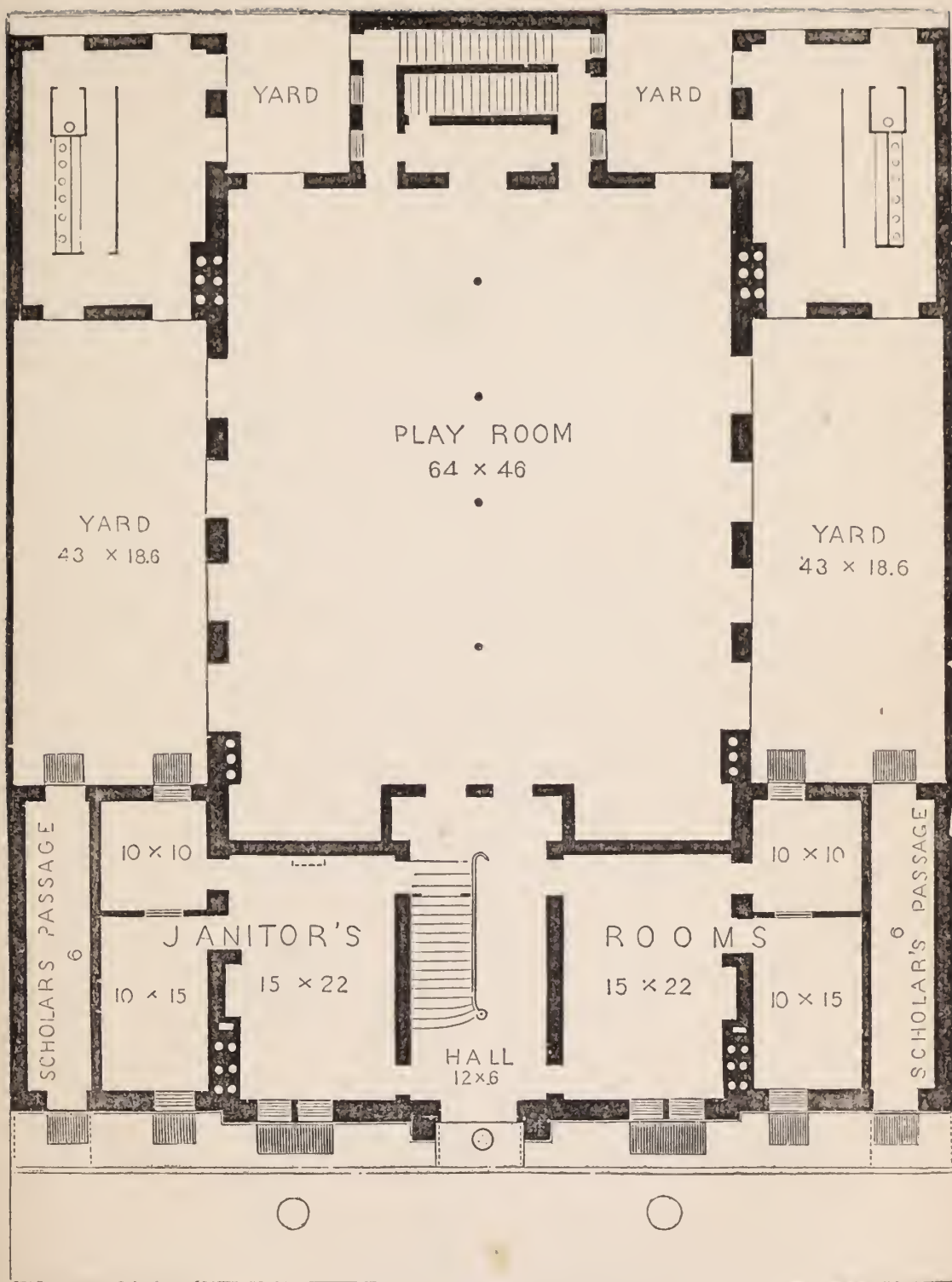


No. 1. PLAN OF CELLAR.

WARD SCHOOL No. 35.

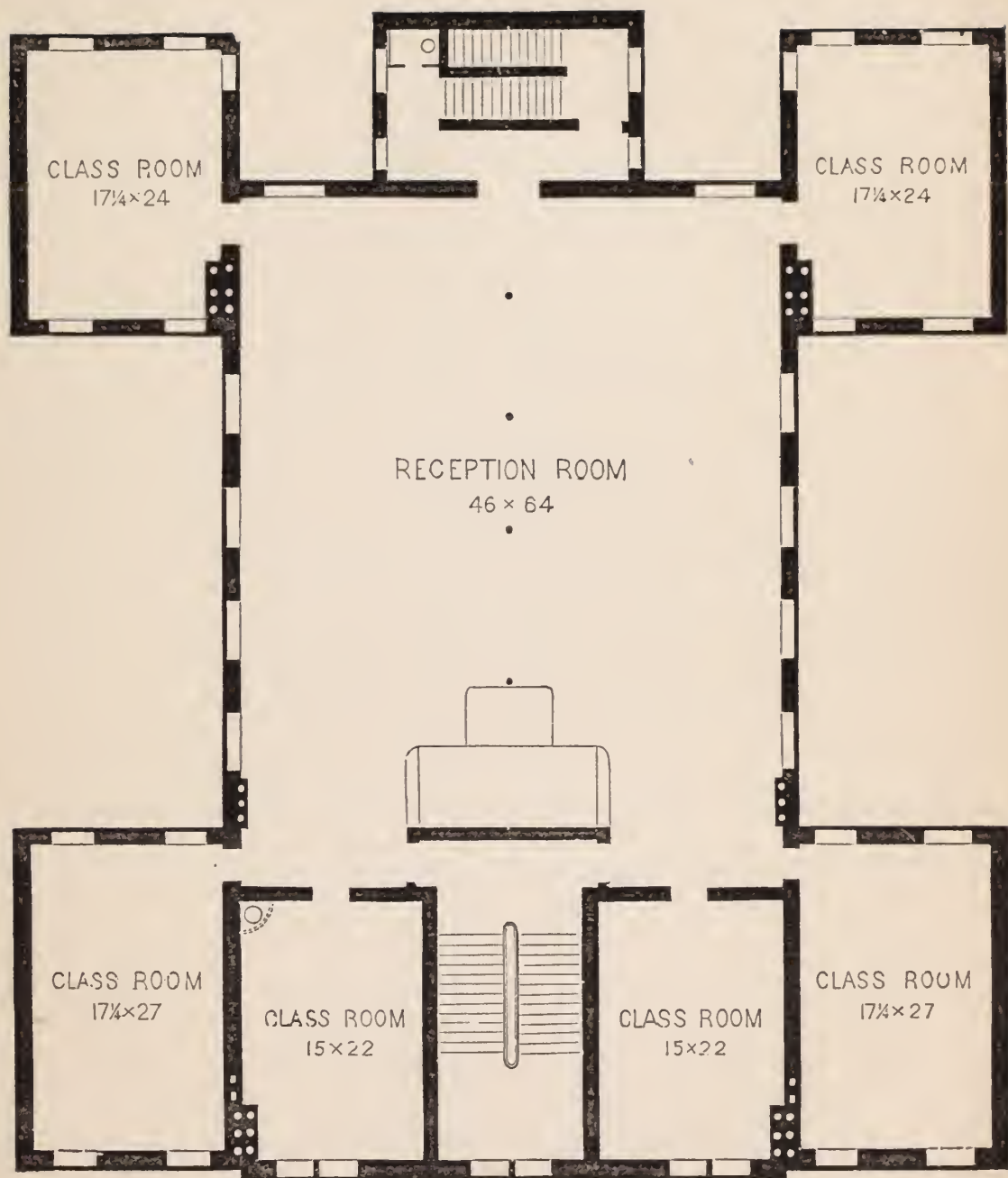
Fifteenth Ward.



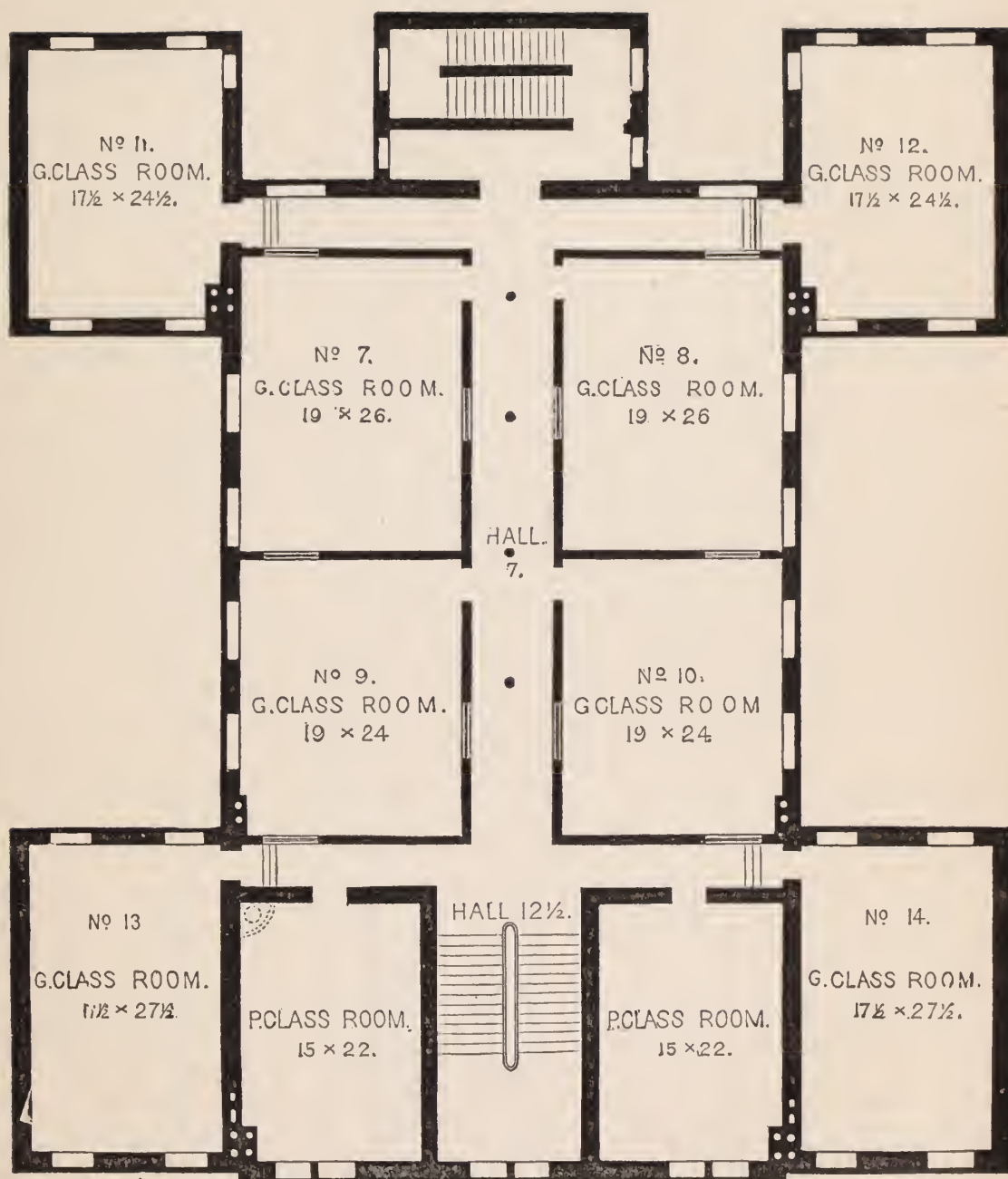


No. 2. PLAN OF FIRST STORY.
 WARD SCHOOL No. 35.
Fifteenth Ward.

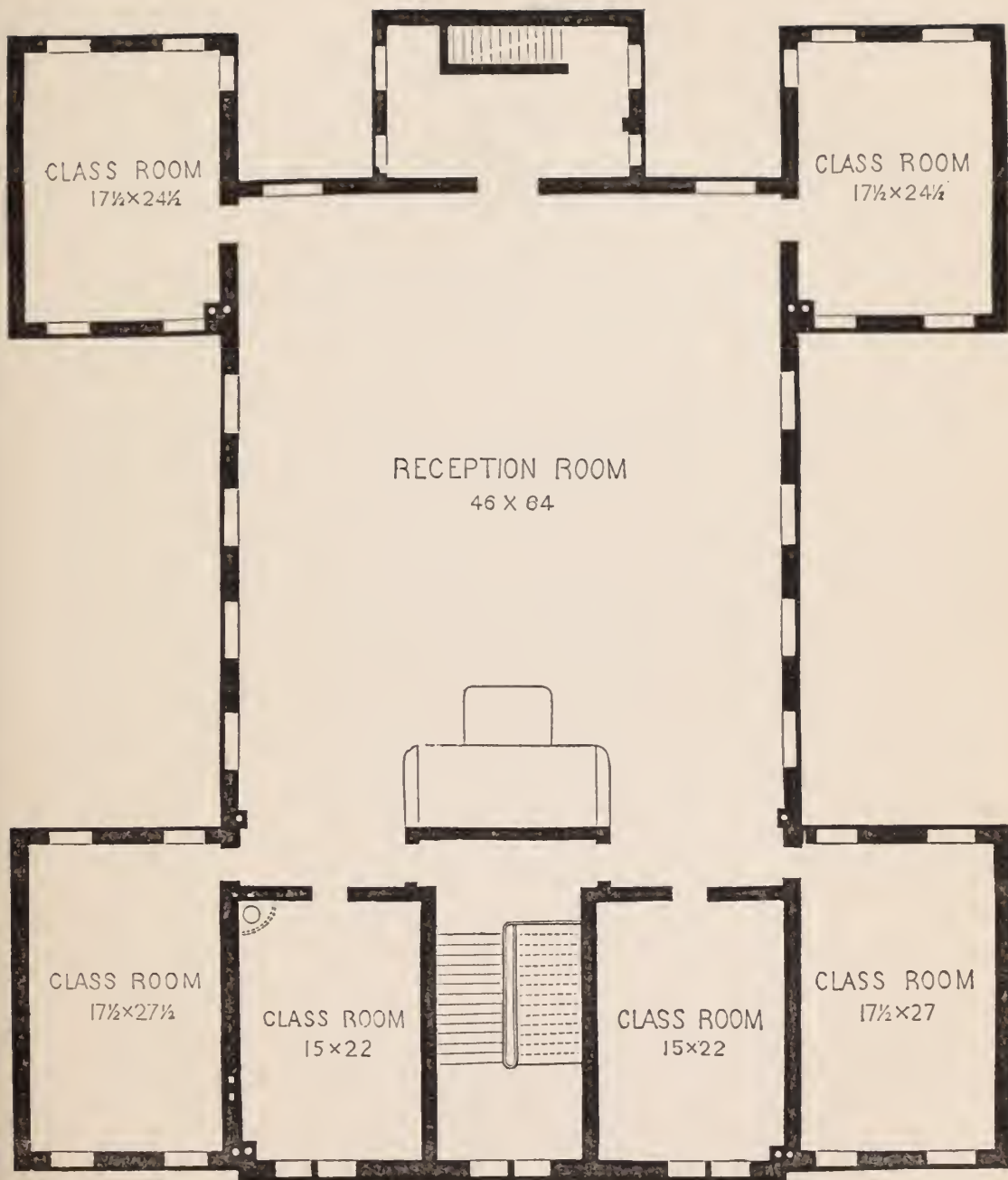




No. 3. PLAN OF SECOND STORY.
 WARD SCHOOL No. 35.
Fifteenth Ward.



No. 4. PLAN OF THIRD STORY.
 WARD SCHOOL No. 35.
Fifteenth Ward.



No. 5. PLAN OF FOURTH STORY.
 WARD SCHOOL No. 35.
Fifteenth Ward.

PRIMARY SCHOOL No. 38.

The new building for Primary School No. 38 has been erected on the lots known as Nos. 42 and 44 Trinity Place, in the First Ward.

By referring to the accompanying engravings, marked Front Elevation, and Plans Nos. 1, 2, 3, and 4, the arrangement of the rooms, yards, play rooms, stairways, &c., may be readily ascertained. This building is situated directly in the rear of Ward School No. 29 (which fronts on Greenwich street.) Gateways are made in the fences separating the yards, through which persons may pass from one School to the other.

The front of the building is very plain; the street being narrow, and the lots held under a lease, it was thought not necessary to expend much money for ornament. The front and rear are both faced with Collabar front brick, laid in white mortar; the sills and lintels are all of polished brown stone. The stairs from play rooms to upper stories are, as usual, of polished blue stone.

Although the exterior is not so grand or noble in appearance as many of the Primary Schools in this city, the interior will compare favorably with the very best, in every respect, as regards furniture, fixtures, and everything necessary and convenient for School purposes.

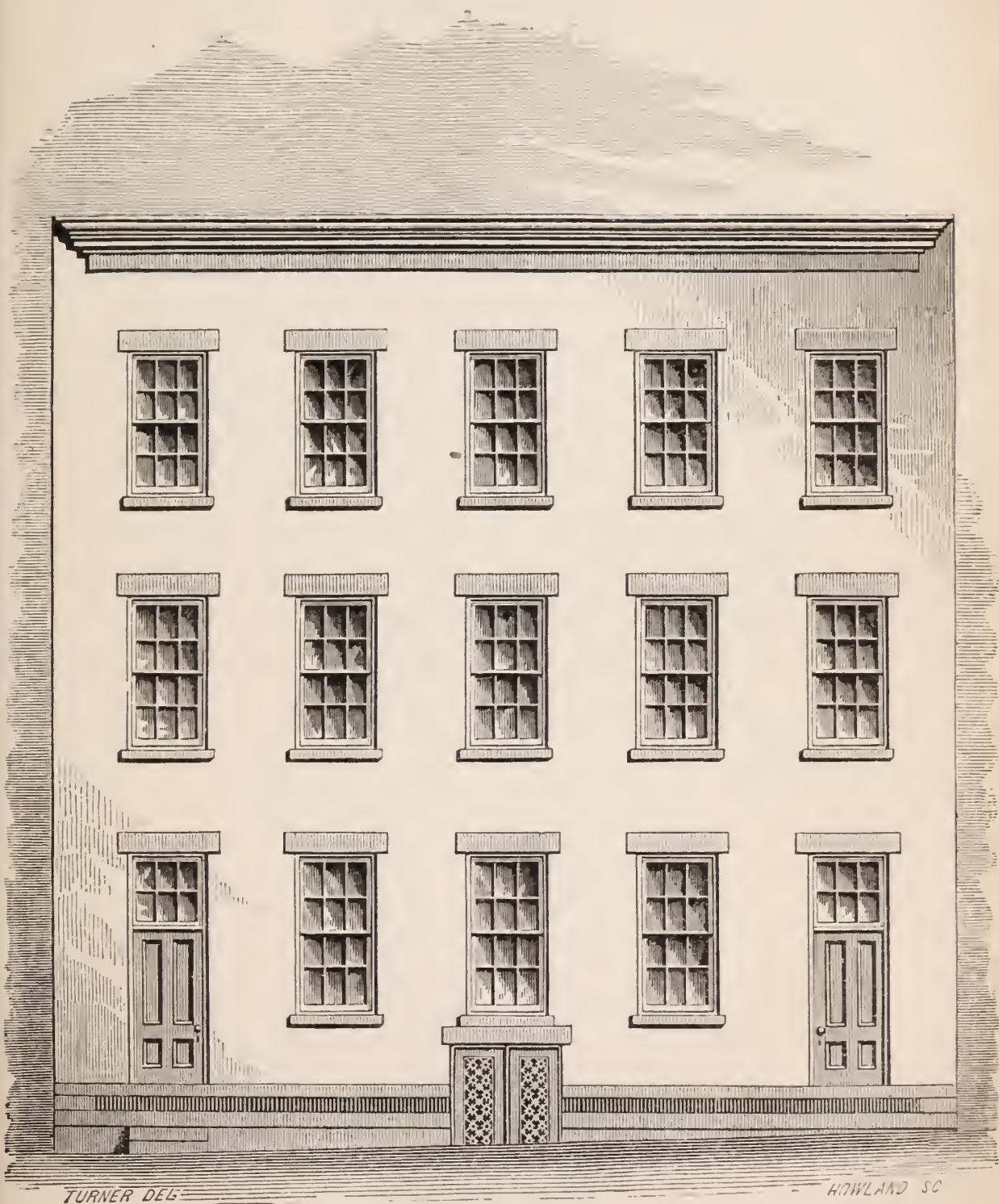
The basement is 9 feet high. The descent from Trinity Place to Greenwich street being about 10 feet, allows the yards of the new School to be about $7\frac{1}{2}$ feet below the street grade in

front. The first story is 13 feet; second and third, each 12 feet high, all in the clear.

The first story contains a "reception room" and two "gallery rooms;" the second and third stories, each six class rooms; and will seat comfortably, in class and gallery rooms, 800 scholars.

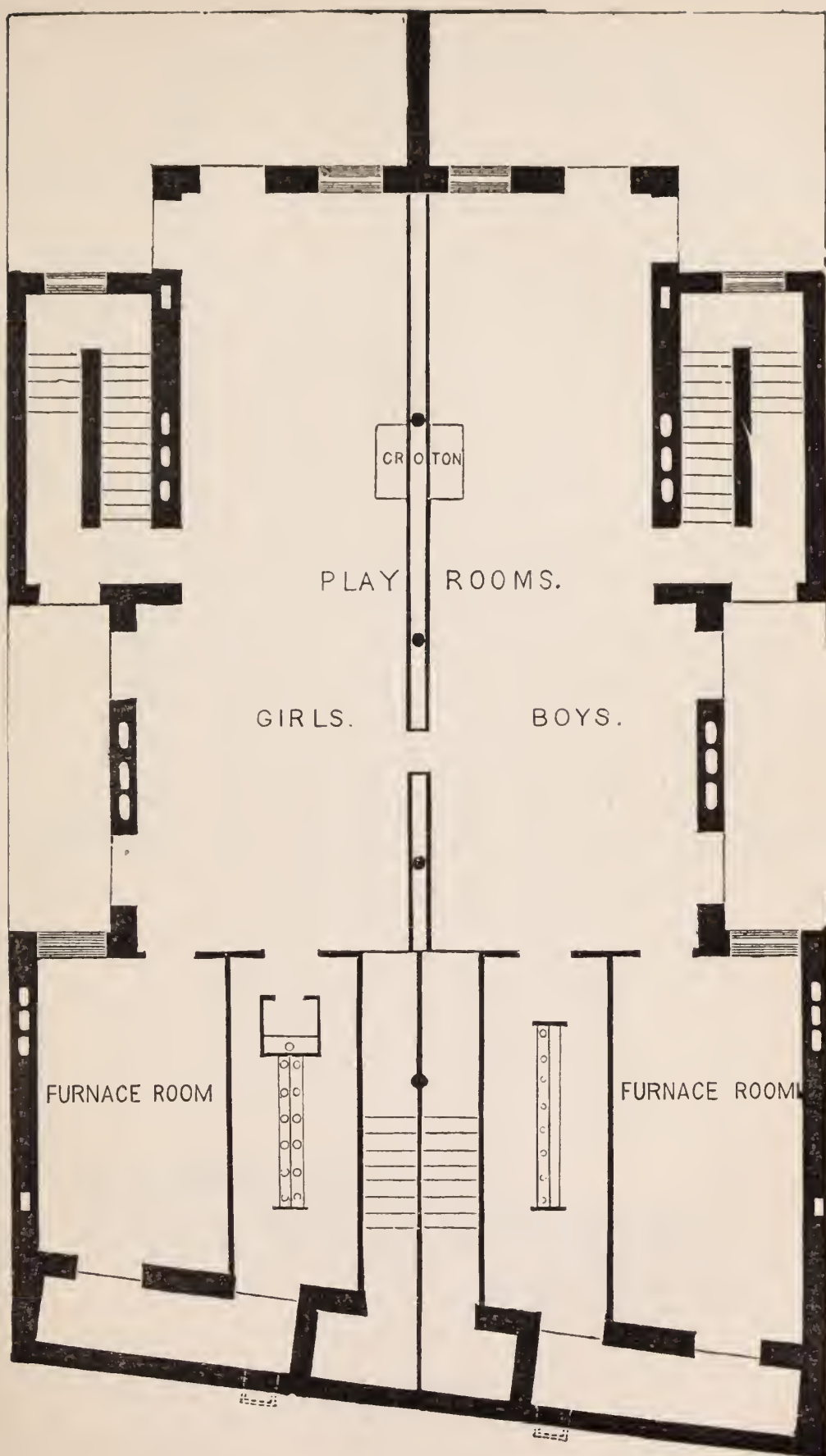
The building is warmed by Smith & Baker's low pressure steam apparatus.

The entire cost of building, furniture, and heating, was about \$16,000.

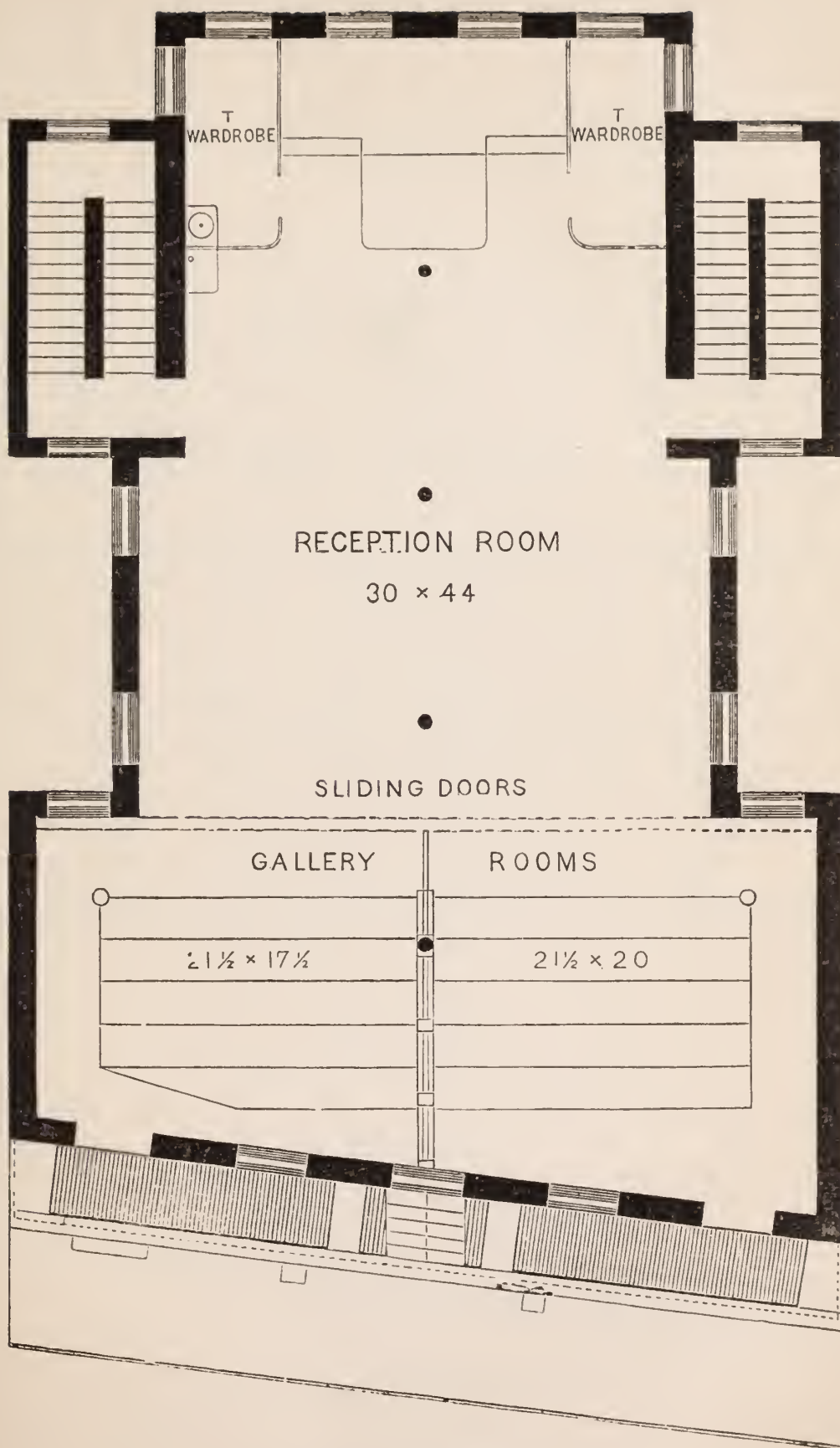


FRONT ELEVATION, PRIMARY SCHOOL, No. 38.
TRINITY PLACE, NEAR RECTOR STREET.

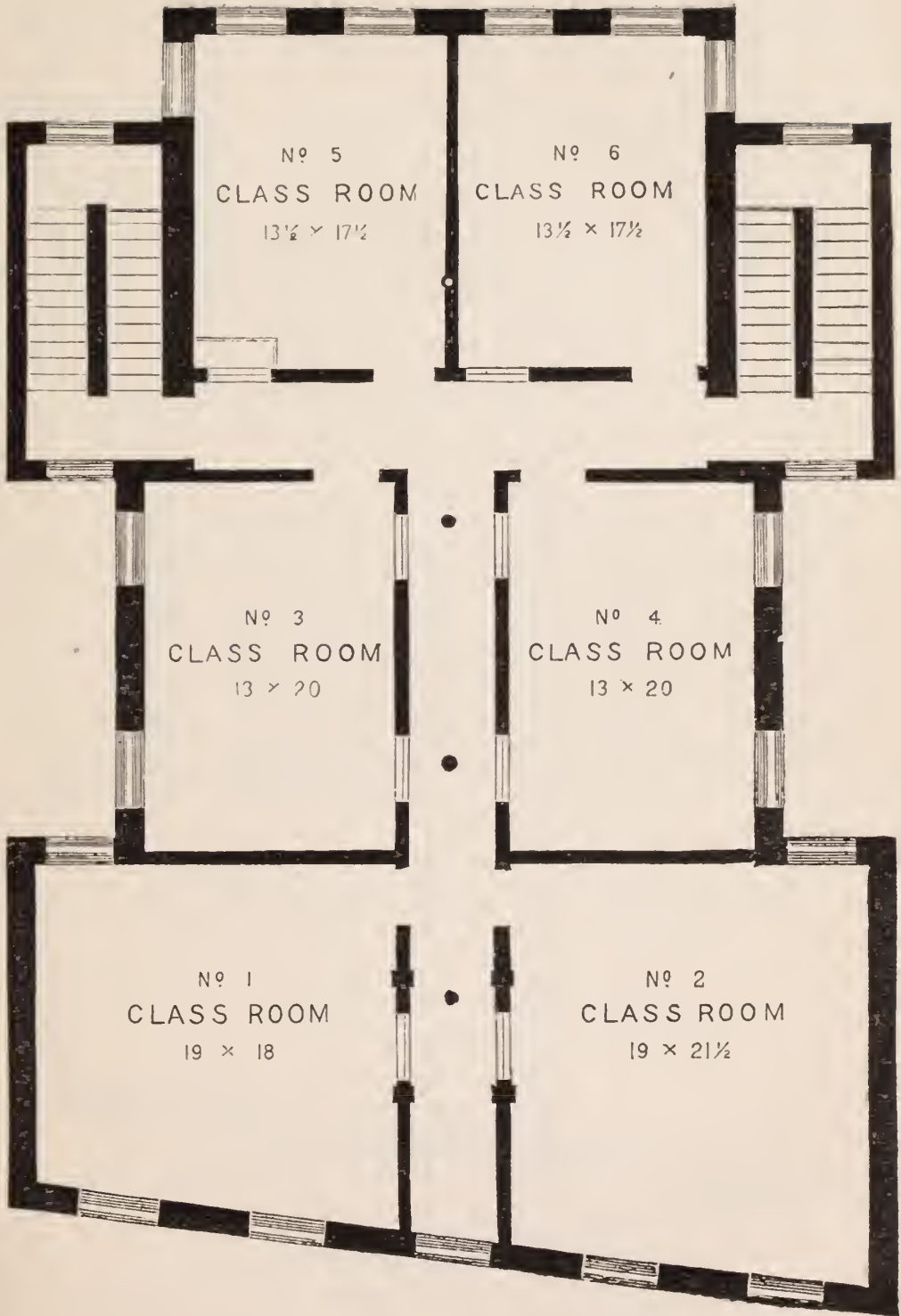
First Ward.



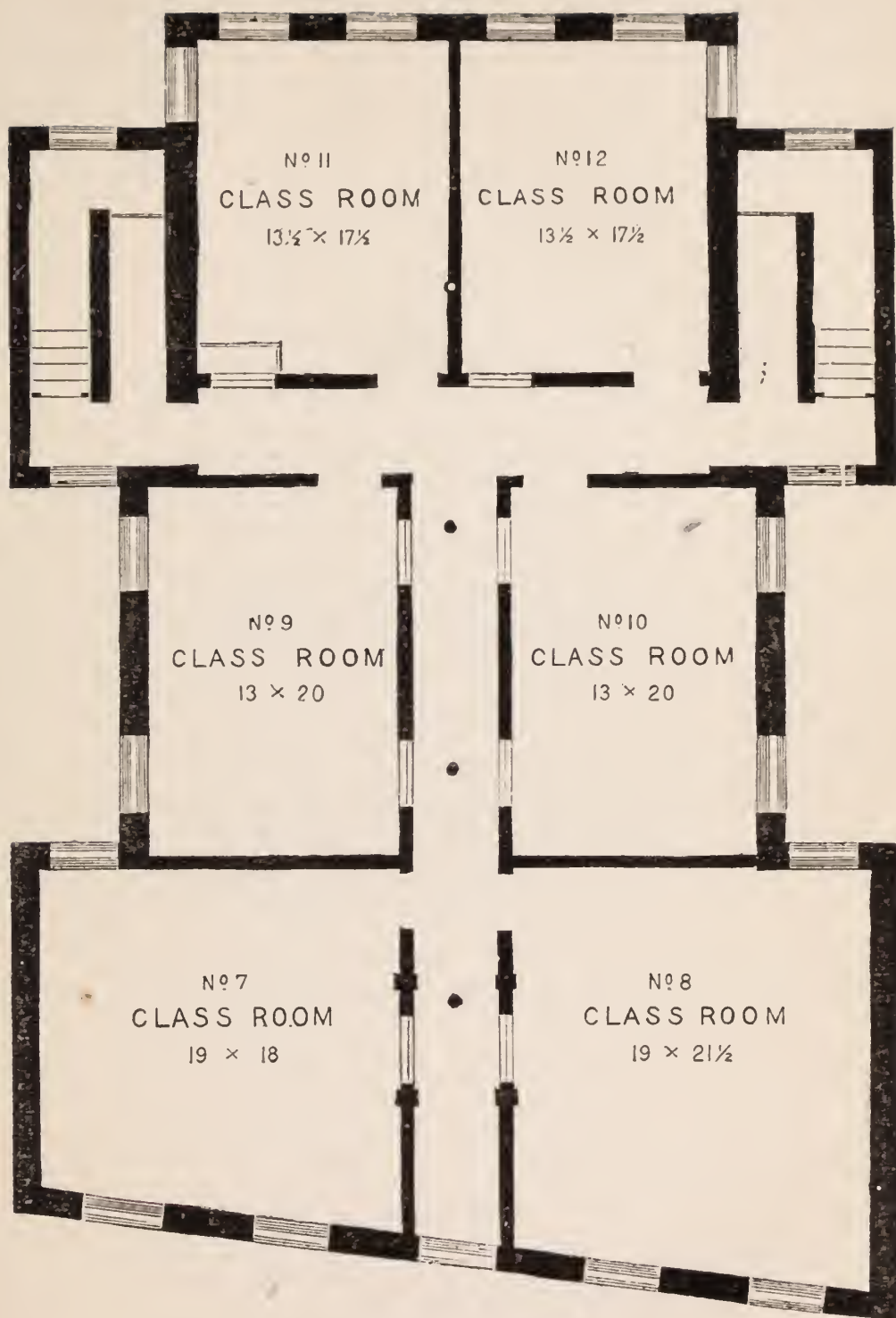
No. 1. PLAN OF BASEMENT.
 PRIMARY SCHOOL, No. 38.
First Ward.



No. 2. PLAN OF FIRST STORY.
PRIMARY SCHOOL, No. 38.
First Ward.



No. 3. PLAN OF SECOND STORY.
 PRIMARY SCHOOL, No. 38.
 First Ward.



No. 4. PLAN OF THIRD STORY.
 PRIMARY SCHOOL, No. 38,
First Ward.

APPENDIX.



REPORT OF THE CITY SUPERINTENDENT OF SCHOOLS.

REPORT ON THE FREE ACADEMY.

REPORT

OF

THE CITY SUPERINTENDENT.

REPORT.

CITY SUPERINTENDENT'S OFFICE,
New-York, December 30, 1861. }

To the Honorable the Board of Education :

THE undersigned, City Superintendent of Schools, has the honor to submit the following

ANNUAL REPORT :

The year which has just closed, fraught as it has been with events of the most momentous national importance, has not been without its significance in regard to our educational interests. Amid the din and clash of arms, the excitement and agitation of civil war, the mustering and march of troops, and the general upheaval of all the great elements of a mercantile and wealthy community, the work of popular education and public instruction has gone uninterruptedly on. Notwithstanding the immensely increased expenditure necessary to the fitting out, supporting and maintaining of upwards of forty regiments of armed troops, and the care and support of their families at home, a million and a half of dollars have been expended in the support of our Public Schools, and nearly an equal amount has been raised for their maintenance during the ensuing year. Eight hundred and twenty thousand dollars have been paid to the Teachers, male and female, who have conducted the operations of these schools ; seventy-six thousand dollars for school apparatus, and two hundred and fifty-nine thousand for building, remodeling, and furnishing school-houses, and upwards of one hundred and fifty thousand dollars for the support of the numerous Evening Schools, the Free Academy, the incidental expenses of the Board

of Education, and the salaries of its officers. One hundred and sixty thousand children, between the ages of four and twenty-one, have been under instruction for a greater or less period during the year, in the several Public and Day Schools, exceeding, by nearly twelve thousand, the number taught during the preceding year; while, in the forty Evening Schools, taught during a period of five months, from fifteen to twenty thousand pupils were under instruction. The average daily attendance of pupils in the several Day Schools, during the year, was upwards of sixty-two thousand, exceeding, by nearly five thousand, the average of the preceding year; and in the Evening Schools this average amounted to about ten thousand. Seventeen hundred teachers, about fifteen hundred of whom were females, have been in daily attendance upon these schools, and a large proportion of them have been engaged in the tuition of the Evening Schools.

Immediately after the announcement of the capture of Fort Sumter, the "Star-Spangled Banner" floated from every school-house of the city; the National Anthem was chanted by the hundred thousand children of the Public Schools; and without in any degree neglecting their ordinary pursuits and studies, the most active, energetic, and efficient measures, were taken by all, under the direction of their Teachers, to provide clothing and supplies of every kind for the wants of our gallant soldiers in the camp and in the field. Several of the male Teachers joined the ranks of the army; many of the female Teachers offered their services in the hospitals; and all exerted themselves in every practicable manner for the advancement of the great cause of the Union, against its reckless and treasonable assailants.

Such was the manner in which the educational system of this great metropolis was sustained by the people and the municipal authorities, during a period of unexampled public and private calamity; and such have been the noble results of that system upon the patriotism, fidelity, and intelligence of the rising generation, educated under its auspices. With the strictest adherence to truth, it may be said, the history of the

civilized world may be challenged for its parallel. What community ever before, under the immediate pressure of a great civil contest, involving the very existence of all its civil, social, and religious institutions, the structure and integrity of the government, of which it formed a part, and the position of that government, as one of the great powers of the world and family of nations, in the midst, too, of the almost utter and hopeless prostration of all its most important business relations, and the imminent necessity of preparing and sending into the field a large army of its own citizens, taken from every rank in life—what community, compelled, under such circumstances, to strain every nerve for the preservation of all its most sacred and cherished rights, and to tax itself to the very uttermost for this object, ever before offered up, on the altar of public education, such a vast outlay of pecuniary means, and continued to maintain and support so extensive and efficient a system of public instruction? What, but the earnest conviction that the general diffusion of intelligence was essential to the very life of free institutions, and that free and universal education constituted the corner-stone of that noble fabric of constitutional liberty bequeathed to us by the men of the revolution, could have impelled them to this great sacrifice, and afforded them the full assurance that, in the unimpaired preservation of these institutions of learning, they were in reality contributing, in the most effective manner, to the speedy triumph of the glorious cause in which they were, with such entire unanimity, and so heroic a spirit, engaged?

What a striking contrast to the condition of affairs in this respect is presented by the infatuated people who have lifted up their parried hands against the sacred ark of the Union! Not content with sweeping away every vestige of public education existing within their boundaries, and confiscating the funds heretofore devoted to its support, they have ignominiously and barbarously expelled from their Confederacy every Northern teacher suspected of the slightest degree of patriotism, and of attachment to the Union, and have publicly

denounced the entire system of free public instruction as utterly and radically at variance with the institutions and the government which they seek to establish, as an interference with the rights of the owners of wealth, and as a sinister and unjustifiable means of undermining the foundations upon which alone, in their judgment, society can be based. However applicable these conclusions and results may be to the frame-work of Southern institutions, as modified and developed by recent events, experience has not so instructed the loyal States of the North ; and they will be slow to exchange their tried and cherished system of Free Schools and universal education, even under the heaviest burdens of a desolating civil war, for the narrow and aristocratic policy which would confine the blessings of education to the sons and daughters of luxury and wealth.

All history and all experience bear the most incontrovertible and uniform testimony that the progress of civilization at all times, and under all circumstances, is exclusively dependent upon the progress of knowledge and the advancement of science, modified, regulated, and guided by the spirit of Christianity, and sound principles of morality and virtue. An ignorant people will invariably, and of necessity, be found to be a vicious people—immersed in sensuality, steeped in the lowest and most degrading superstition and bigotry, an easy prey to the invader, and wholly incapable, while in that condition, of rising above the lowest level of humanity. As with a people so with individuals ; eminence, honor, usefulness, advancement, can be attained only through mental cultivation ; and in the precise proportion that the means of this cultivation are diffused through the masses of a community, without distinction of rank or station, will be the physical, intellectual, moral, social, and artistical progress of that community. As ignorance, with all its attendant and inseparable train of vice, crime and degradation, is dispersed before the advancing sunlight of knowledge, the march of science, in all its diversified departments, is steadily onward ; a higher and higher standard

of civilization is attained ; the arts, with all their graces and beauty, adorn our homes ; wealth is more and more equally diffused ; the rights of all are respected and protected ; and abundant avenues are everywhere opened for individual and social enterprise and prosperity. Hence it is, that every paternal and beneficent government finds its highest interest in securing to all its citizens the most ample and abundant means of education, and reaps its richest reward in the consequent advancement of all the essential elements of prosperity and true greatness. And hence, too, in a great national crisis like the present, when the very foundations of our republican institutions are shaken to their centre, the great masses of those communities where education has long been universal and free, are found rallying with unprecedented unanimity around the standard of that Union whose value they have been taught fully to appreciate ; while in those sections where no such means of general enlightenment exist, and where the great body of the people are systematically kept in ignorance, the consecrated emblem of American freedom is ruthlessly trampled in the dust, and the hydra-headed standard of rebellion flaunted in its stead !

CONDITION OF THE SCHOOLS.

It affords me pleasure to be able to state, that at no former period has the condition of our Schools been more prosperous or flourishing than at the present time. The course of study prescribed by the Board, has, in general, been fully and faithfully carried out—the great body of the Teachers have ably and conscientiously fulfilled their duties, and a very marked and decided progress has been made, during the past year, in the scholarship and general efficiency of the several Departments.

At the opening of the Session, on the first Monday of September last, following the August vacation, 70,332 pupils were found to be in attendance—showing an increase of upwards of ten thousand over the similar period of the preceding year. The number of Teachers actually present on the

day referred to was 1,687—only twenty out of the whole body of Teachers in the employ of the Board being absent.

The following abstract, prepared from official reports made to the Department, on the first of October last, will present a comparative view of the average attendance and registered number of pupils in the several Departments of the Ward and Primary, Colored and Corporate Schools, during the years 1861 and 1860 :

		Average attendance.		Whole No. taught.	
Ward Schools....	Boys' Department....	11,447	....	27,902	
"	Girls' "	9,219	....	21,318	
"	Primary "	25,393	....	70,522	
"	Primary Schools	11,351	....	31,048	
Ward Colored Schools and Primaries....		944	....	2,426	
		58,354	....	153,216	
Corporate Schools.....		3,768	....	7,728	
Total, 1861.....		62,122	....	160,944	
" 1860.....		57,452	....	148,982	
Increase of 1861 over 1860.....		4,670	....	11,962	

ANNUAL EXAMINATION.

An important change has been made in the method hitherto pursued in conducting the annual examination, which, it is believed, cannot fail of being attended with the most beneficial results in the mode of instruction, and the acquisition of the pupils. Instead of proposing, as has heretofore been the case, a series of questions to the pupils under examination, eliciting, not unfrequently, a brief and unsatisfactory answer, in the very language, perhaps, of the text-book used, and failing, to a great extent, to bring out the real acquirements of the members of the class in reference to the subject-matter under consideration, specific portions of the study under review have been required to be given by the pupil, without the aid of leading questions, as far as practicable, in their own

language, and accompanied by such explanations, illustrations, and examples on their part, as may serve thoroughly to test their knowledge of the subject, and their capability of clearly and intelligently expressing that knowledge. In reading, the chief object of the examination is intended to ascertain, not only the elocutionary powers of the pupils, and their ability to read well, but to test their entire understanding and comprehension of the meaning, object, and purpose of the passage read. In grammar, the mere mechanical exercise of parsing is postponed to a full and complete analysis of the sentence given, a transposition of its constituent parts, where it is in any degree complicated, its general structure, and the rules and principles of its grammatical construction. In geography, the pupil is required to take up any given section of country, and, without the aid of questions or suggestions, to describe its boundaries, rivers, bays, capes, mountains, lakes, chief towns, capital, climate, soil, productions, imports and exports, government, natural curiosities, artificial communications, and, in short, everything connected with a complete and thorough knowledge of all its most important features, and, if possible, to sketch an outline of its principal geographical peculiarities on the black-board. In history, a specific period is selected and its leading events required to be given by the pupil in his own language, avoiding, as far as possible, a mere slavish adhesion to the particular language of the text-book used. And in arithmetic and algebra, fundamental principles, rules, and definitions, with the reasons for each process required, and the mental solutions of problems, are made to precede and accompany the work on the slates or black-board. In preparing their respective classes for examination, the Teachers are expected to pursue this system, as far as may be practicable. Its leading object is to call into vigorous and constant action the mental resources of the pupils themselves—to accustom them to rely upon themselves, rather than to depend upon the mere words of the text-book placed before them, or the exposition of the Teachers—to understand thoroughly every portion of the work gone

over by them, and so to master it in all its details and principles as to be able readily and clearly to communicate it to others. The additional time and labor requisite to secure these results, on the part of the pupils or the classes, is of very subordinate consequence, compared with the value of the mental discipline and training thus acquired. The labor of the Teachers will be materially lessened and rendered far more agreeable, while, at the same time, the benefits accruing to the pupils will be inestimable.

COURSE OF STUDY.

In former reports from this Department this whole subject has been fully discussed, and such suggestions and recommendations made to the Board as appeared expedient and necessary. No definite action having, as yet, been taken in reference to those recommendations, I beg leave respectfully to refer to the views presented in my last annual report, and to the suggestions and remarks of Assistant Superintendent Kiddle, in the report for the preceding year, as fully expressing the experience of the Department in this respect. Too many branches of study are required to be pursued at the same time, in order to attain the specific grades prescribed by the Board; and every Teacher is ambitious, at whatever expenditure of time and exertion, to accomplish the expected result. The consequence is, in a very large class of cases, that the ground is imperfectly and unsatisfactorily gone over, and the mental and physical energies of the respective classes overtaxed. In the opinion of the undersigned, it is far better and more profitable to the pupil, that but few branches of study should be undertaken at any given stage of the course, and that abundant time should be given for their prosecution in a thorough manner.

INTERNAL ARRANGEMENTS OF THE SCHOOLS.

The By-Laws of the Board requiring a weekly review of all the studies pursued, the setting apart of two hours of each

school-day for study, under the immediate direction of the Teachers of the respective classes, and prohibiting all lessons out of school hours, except such as may be properly accomplished in one hour, have, it is believed, exerted a very salutary and beneficial influence on the efficiency and scholarship of the schools. There can be no doubt that, in all cases, the work of instruction will be much more effectually and profitably carried on, under the direct guidance of the Teacher, than it could be, under ordinary circumstances, out of school; and in a very large class of cases the prosecution of studies, to any considerable extent, at home, is altogether impracticable. Besides, five or six hours of study and recitation each day is quite as much as is beneficial either to the health or mental progress of the pupils. I therefore have no hesitation in recommending a continued adherence to these regulations, and the adoption of all such measures as may be necessary for carrying them into efficient operation in all the schools and departments under the charge of the Board.

In several of the Wards, the Officers have authorized the Teachers of the respective departments to send home such of their pupils as desire it, during the noon recess, returning again to the school at the expiration of one hour. This arrangement is attended by very beneficial results in many most important respects. In the first place, it essentially conduces to the convenience of a large proportion of parents, who are in the habit of dining between the hours of twelve and one, and who would prefer to have their children with them at that time. In the second place, it essentially conduces to the health of the children, in enabling them not only to take regular and full meals, but to secure that vigorous physical exercise, in going and returning, which will adequately prepare them for the studies and tasks of the afternoon. It has been a general complaint, on the part of Teachers, that the great majority of their pupils are dull, listless, and languid, between the hours of two and three; and that very little progress can be made in tuition during that time. The reason

obviously is, the want of proper exercise and adequate sustenance. Their physical and mental energies are weakened and wearied. After three hours of instruction they need refreshment and vigorous exercise. Send them home for a participation in the family dinner, and allow them a fair opportunity for out-door muscular exercises, and they will resume their studies with spirit and efficiency.

In the third place, this arrangement dispenses with the necessity of two or three recesses during the school hours—disorganizing all the operations of the school—converting the several class-rooms into eating saloons, with all their attendant disorder and confusion, and the play-grounds either into noisy and clamorous demonstration, or irksome, monotonous, and restrictive drills—affording neither proper exercise nor needful relaxation. By assembling the children at the usual hour of commencing school, giving them a brief and quiet recess of five or ten minutes during the morning, sending them home at noon for dinner, and re-assembling them for the afternoon session, the work of instruction will be found far more efficacious and pleasant, both for Teachers and pupils; the order and quiet of the school, and the neatness of the class-rooms, will be better secured, and, in reality, much greater advancement will be made in the various studies pursued.

On the other hand, it has been objected to this system of recesses, that it will be found impracticable or difficult to secure the punctual return of the pupils after the recess, and that thereby the average attendance of the several schools will be seriously affected. The experience of those schools in which the plan has been adopted, and practically carried into effect, fully demonstrates the groundlessness of this objection. So gratifying and satisfactory is this arrangement, both to parents and children, that it has only been found necessary to announce that any failure on the part of the pupils punctually to return, unless satisfactorily explained, will forfeit the privilege, to secure a full attendance in the afternoon. Instead of presenting any inducements to truancy, a very powerful motive to regular

and punctual attendance is thus held out, not only to the pupils but to their parents, and an effective guarantee afforded for its continued operation. It has also been objected that the provision of law, which requires two full sessions of three hours each, is infringed by such a recess. But it must be recollected that no more time is occupied by the proposed arrangement than is now necessarily taken by the recesses in the schools themselves. The only difference, in this respect, is, that all the pupils remain in the school building in the one case, while in the other they, or most of them, leave it. In both cases the ordinary instruction of the schools is suspended for the same length of time, and, in both cases, the Teachers remain in attendance, or such of them as may be necessary, to exercise a proper supervision over such pupils as may choose or find it convenient to remain; and, by a decision of the State Superintendent of Public Instruction, to whom the question has been formally submitted, the requirements of the law in this respect are declared to be sufficiently complied with, provided the Teachers, or such of them as may be needed, are in attendance during the whole six hours, whatever may be the number of pupils present during the recess.

The advantages of the system under consideration, involving, as they do, the convenience and accommodation of parents generally, the health and comfort of the children, the quiet and order of the schools, and the advancement of the pupils in scholarship, seem to me very greatly to outweigh any apprehended unfavorable results; and experience only can fully demonstrate its practical workings. The whole subject, in all its aspects, is respectfully commended to the consideration and judgment, as well of the Officers of the several Wards, to whom the matter more immediately appertains, as to the Board of Education, who, undoubtedly, possess the power of controlling it, if they deem proper, by general regulations.

In this connection I deem it proper, also, to state, that in Ward School No. 31, in the Seventh Ward, and in No. 43, of the Twelfth Ward, the Girls' and Boys' Departments, respec-

tively, have been consolidated under one Principal. In the former case, this plan has been pursued during the past two years, and with the most satisfactory results, both as to scholarship and discipline. In the case of No. 43, the arrangement is of recent date ; but no doubt is entertained of its efficiency and success. Having on a previous occasion presented my own views of the practicability and expediency of this mode of tuition, with such arguments and illustrations as an extended acquaintance with its operation in other portions of the State, including many of our largest cities and towns, and in other States, would permit, and having failed to secure the favorable consideration of the Board in this respect, I have not thought it proper or respectful to renew the discussion of the question. As, however, the system has actually been in operation for a considerable length of time in all the departments of one of our large public schools, and a favorable opportunity been thus afforded for fully testing its results, and as it is also extending itself into other schools, under the sanction of the local Boards, I deem it not improper respectfully to direct the attention of the Board to the subject.

NORMAL SCHOOL AND HIGH SCHOOL FOR GIRLS.

The discontinuance, in July last, by the action of the Board, of the several Normal Schools (with the exception of the colored Normal School), was understood to be founded upon the inutility and inexpediency of attempting, by a few hours' instruction during one morning of each week, to secure a proper and competent education for the Teachers of our public schools, and not upon any hostility to the principle, or any doubt of the necessity of adequate and efficient normal teaching. It was accordingly proposed, by the Committee having in charge this department of our system of public instruction, to substitute for the Saturday Normal School an institution which, while it should combine all the advantages of the latter, should, at the same time, avoid all its defects, and embrace within its

plan such a course of instruction as should be equally adapted to the preparation of Teachers of every grade, and to the advanced education of the graduates of our Female Grammar Schools—placing them, thereby, on an equal footing, in this respect, with the pupils of the Male Departments, who are transferred to the Free Academy. Owing, however, to the great pressure of other business before the Board, no definite action has yet been taken on this proposition.

There can, as it seems to me, be no reasonable doubt of the absolute necessity of a Normal School, for the specific education and proper preparation of Teachers for the important and responsible duties devolving upon them, under a system so vast and comprehensive as ours. No amount or degree of mere instruction in our Grammar Schools can supply the want of this special and professional training, under Teachers competent to illustrate it in all its diversified branches. It is clearly not so much the knowledge or the attainments which the Teacher possesses, as the practical ability to communicate that knowledge to pupils of every grade, which is needed in the proper discharge of the duties of the school-room; and this practical ability can only result from long and varied experience, or be conferred by a thorough and comprehensive course of instruction, especially and exclusively devoted to that object. This principle is fully recognized, and universally acted upon in all other professions, trades, or callings. Neither the clergyman, the attorney, the physician, the merchant, the officer, the artist, the architect, or the mechanic, is deemed competent to enter upon his specific profession or business without a previous special preparation for its duties. Why, then, should we expect or permit the Teacher, to whom we commit our most cherished and valuable interests, to enter upon her important avocations, and pursue them for years, without any of those professional qualifications which her position demands?

In an institution such as that proposed—the combination of a High School for Girls with a Normal Department for the education of Teachers—many very important advantages would

be secured, which could not be obtained in either institution separately. Nearly ninety per cent. of the Teachers employed in our public schools are females ; and no Teacher can be employed, or receive a certificate of qualification, until she has attained the age of seventeen. In the highest classes of our Female Grammar Schools there are at least one thousand young ladies, who annually complete their prescribed course of instruction in these departments ; and the average age of these pupils will not exceed fourteen years. Among them will be found a large proportion who design and desire to qualify themselves for teaching ; and of the residue many, without at the time intending or expecting to teach, may find it ultimately desirable—while all, or nearly all, are desirous of pursuing higher branches of study, and would be glad to do so without incurring the heavy expense necessary in private institutions. Now, if an institution existed where all these advantages might be obtained, and where the instruction communicated was adapted to the specific and peculiar wants of each, can there be a doubt that it would fulfil a mission which the highest interests of our public schools, and of female education, imperatively demand ?

The organization of such an institution, its course of instruction, and the details of its administration, are topics which especially and peculiarly belong to the Board of Education, through the agency of its appropriate Committees. The views of this Department, in these respects, will be found fully set forth in the last Annual Report ; and I have only to add, that it will afford the officers connected with the Department the highest pleasure fully to co-operate with the Board in any action it may deem proper to take with reference to this important subject.

EVENING SCHOOLS.

The transfer of the control of these institutions, from an Executive Committee of the Board of Education to the Trus-

tees of the several Wards in which they are or may be located, has thus far been attended with very satisfactory results. The visits of the officers are more frequent, and a more complete supervision over the affairs and appointments of each of these schools is effected. The report of Assistant Superintendent Jones, herewith appended, will show their general condition, progress and prospects, and will also be found to contain several very valuable suggestions and recommendations, which I commend to the attention and favorable consideration of the Board.

In compliance with the provisions of the By-Laws of the Board on this subject, I have commenced, and am steadily prosecuting a course of visitation of these schools, and at the close of the term shall submit to the Board the result of those visits, with such observations and suggestions as may be deemed necessary and proper.

GRAMMAR SCHOOLS.

The accompanying report of Assistant Superintendent Kiddle, will be found to contain a general review of the course of instruction deemed by him appropriate for the several schools and departments, and the results of his judgment and experience as to the mode in which those studies should be taught. I commend the several suggestions made by him to the favorable consideration of the Board.

COLORED SCHOOLS.

These institutions are steadily and gradually improving in scholarship and efficiency. The two Primaries in Second street labor under very great disadvantages from their inconvenient location, and the want of suitable class rooms.

PRIMARY SCHOOLS AND DEPARTMENTS.

The examination of these institutions has been committed

to Assistant Superintendents Jones and Seton, whose reports are also herewith transmitted.

The Primary Departments are still excessively crowded, and many of the classes are much too large for a single Teacher. In my judgment, the best interests of education, as well as a judicious economy, would be consulted by the separation of the Primary Departments, in buildings hereafter to be erected, from the Grammar Schools, and by adopting for the use of each class of schools the style of buildings now in process of erection for Primary Schools, such as those in 37th and 44th streets, and in Broome, Fourth, and Mott streets.

PRACTICAL INSTRUCTION.—COMMON THINGS.

Attention has recently been powerfully directed, both in this country and in Europe, to the special instruction of youth in what is technically termed the “ Science of Common Things”—in other words, to the development and cultivation of the faculties of Observation, Discrimination, Classification, and Reflection, in reference to all the objects and phenomena presented by the world around us. We are all aware of the intense and irrepressible curiosity of the infant mind. From the earliest period at which the child begins to open his eyes and ears to the sights and sounds of the external universe, through all the stages of expanding youth, the craving for information, knowledge, power, and ever new and fresh acquisitions, is insatiable. This, then, is the period of all others, when these instinctive and powerful desires should be systematically developed and judiciously gratified. Whatever on the surface of the earth, in the depths below it, in the vast reservoir of waters which surround it, in the atmosphere which encloses it, or in the limitless expanse which glitters above it, is calculated to attract the interest and stimulate the curiosity of the child, should be pointed out to his attention, and illustrated and explained to his comprehension. The most familiar and common substances—trees, flowers, shrubbery, minerals, metals, animals, plants and vegetables, and colors, in all their variety, should be carefully

and thoroughly observed—their distinctive peculiarities noted, their kinds and species classified and arranged, and all their practical uses taught. Nothing should be regarded as too humble or too unimportant to be brought under this mental discipline, and nothing should be suffered to escape the scrutiny of the youthful mind. All this should be done, not as a task to be assigned, or a duty to be performed, but as a pleasing and attractive exercise of the faculties, by familiar illustrations, practical examples, occasional excursions, and conversational lectures. The subjects should be judiciously varied, and taken up at intervals. The tuition should be chiefly *suggestive*, leaving the pupil to do as much and make as many discoveries for himself as possible.

Commencing with the lowest class of the Primary Department or Schools, this process of oral and illustrative instruction should pervade all the classes, as well of the Grammar Schools as of the Primaries—expanding in importance and extent as the mind becomes more and more capable of grasping a wider and more varied field of fact and generalization. In a city like this, it may be much aided by frequent visits to manufacturing establishments of all kinds, to museums of natural history, to art and picture galleries, and to all the numerous institutions for the promotion of science and art, in all their branches, with which the metropolis abounds. The instruction thus obtained will be far more valuable, in every conceivable point of view, than can possibly be secured by the most thorough course of mere tuition from text-books; and while it must in no sense be made to supersede it, or to take its place, it should accompany it, liberally and fully, at every step. The powers of observation should be constantly and systematically exercised; the faculties of thought, reflection, comparison, and reasoning, brought out and strengthened, and the knowledge thus attained directed to practical objects, uses, and ends.

In administering such a system, much, very much, depends upon the Teachers. They must be specially and peculiarly

adapted to the task of instruction. They must possess minds well stored with diversified knowledge, and capable of readily communicating that knowledge in such a manner as to interest and instruct their pupils. They must be well trained for their position and devoted to their profession. They must understand the nature of children, and possess the requisite patience, skill, and affection, which can alone command their confidence and secure their attention.

SCHOOL LIBRARIES.

In accordance with the Act of the Legislature, at its last session, the sum of about \$10,000 has been apportioned among the several Wards, according to the average attendance of their schools, for the purpose of procuring School Libraries.

This measure will, it is believed, exert a very beneficial influence on the scholarship and general efficiency of the schools. Hitherto most of the pupils of the Grammar Schools have been limited, in their acquisition of knowledge, to the text-books used in the different classes, and beyond these restricted boundaries, their means of information and intelligence have, necessarily, been but small. Access at all times to a well-selected and comprehensive library, would enable them not only to extend their investigations and inquiries much farther in the particular branches of study they are pursuing, but to obtain a vast amount of general knowledge, historical, scientific, and literary. Opportunities would thereby be afforded for expanding their minds in various directions, and employing their leisure time in a profitable and instructive manner. There can be little doubt that these facilities will be highly valued and generally improved, as well by pupils as by Teachers, and that a very essential element of progress will thereby be added to the educational privileges we now enjoy.

Great care should be taken in the proper selection of books, adapted to the various classes of minds and the various shapes of advancement attained by each. The value of these libra-

ries will be chiefly dependent upon the judgment with which these selections are made. If considerations of mere attractiveness and amusement are predominant, to the neglect of standard and approved works in the different branches of literature, serious and lasting injury to the mental progress of the pupils would be the inevitable result. On the other hand, if practical instruction, and the means of intellectual and moral growth are combined with the attractions of style and the genial play of the imagination, while the ephemera of literature, and works tending to vitiate the taste or corrupt the morals, are carefully and systematically excluded, the introduction of these libraries will be found to be a very important accession to our system of public instruction. Such, at all events, has been the experience in other portions of the State, and in other States, where this feature is in operation; and there seems no sufficient reason for doubting that similar results will flow from its introduction here, under such regulations as shall be found most practicable and judicious.

PHYSICAL TRAINING.—MILITARY DRILLS.

Much greater attention has been paid to this important branch of education during the past year than heretofore. In nearly all the Female and Primary Departments and Schools, calisthenics, to a greater or less extent, have been introduced as a daily exercise, while in many of the Boys' Departments of the Grammar Schools, military drills and evolutions have been extensively practised. Perhaps in no better mode than this can that physical training which is indispensable to the preservation of the health, both of body and mind, be combined with the spirit of patriotism, and the duty which, in a crisis like the present, devolves upon every young man, of preparing himself adequately and thoroughly for defending his country against foreign or domestic foes. To whatever extent the Teachers and pupils of our Public Schools can contribute to the exigencies of a period so trying and decisive, whether by

furnishing materials for the comfortable accommodation of our brave volunteer soldiery, by strengthening their hands and their hearts in every practicable mode, or by assiduously devoting that portion of time set apart for exercise and relaxation to an earnest and efficient preparation for those military duties they may hereafter (and many of them, perhaps, speedily) be called upon to discharge—to this extent, in my judgment, they are bound by every consideration of patriotism and gratitude, for the liberal and generous expenditures bestowed upon them, to co-operate with every other class of the community, in supporting and upholding the integrity of the CONSTITUTION, the inviolability of the FLAG, and the preservation and perpetuity of the UNION.

Respectfully submitted.

S. S. RANDALL,
City Sup't.

REPORT

OF

ASSISTANT SUPERINTENDENT HENRY KIDDLE.

HON. S. S. RANDALL, *City Superintendent* :

The undersigned respectfully presents the following report of the results of his visitations to the schools assigned to his supervision, during the past year. In making this, his sixth annual report, he feels much gratification in being able to congratulate the friends of the Common Schools of this city, as well as those interested in popular education everywhere, upon the unexampled prosperity enjoyed by the schools during the year about to close. The attendance of pupils has been much larger than during any previous year; the schools have very generally made considerable improvement in efficiency and grade of attainment; many of the school-buildings have been enlarged and refitted; four entirely new edifices have been erected—three already occupied, and the other almost completed; and in the Nineteenth and Twenty-second Wards two new schools have been established, and are at present in successful operation.

These facts afford greater reason for congratulation, from the peculiar circumstances of our country during the past year; and it is especially gratifying to reflect that, notwithstanding the wide-spread calamities and commotions incident to so great a civil war as that into which we have been plunged, the people, harassed and disturbed as they have been by a thousand annoyances, troubles, and anxieties, are still mindful of their duties in connection with the education of the young; and that, amid the many sacrifices all have been called upon to

make, no thought has been suggested of interfering, in any way or to any extent, with the progress of our Common Schools.

On the contrary, these fearful national troubles have been very generally construed as an illustration of the indispensable necessity of diffusing intelligence, patriotism, and virtue, among all ranks and classes of the people, from the conviction that a popular insurrection against a wise and beneficent government, giving to all a participation in its franchises, and securing to all equal privileges and rights—a government emanating directly from the people themselves, and capable of any modification by their consent—could only spring from a most lamentable want of intelligence, as well as of patriotism, rendering the people easy victims to the selfish designs and crafty artifices of ambitious and dishonest demagogues. The facility, too, with which the most solemn oaths and obligations have been violated and disclaimed, and acts of the vilest treachery and falsehood committed by those in the interest of the rebellion, should teach, as it has doubtless taught, all intelligent and reflective persons, a valuable lesson in connection with education ; admonishing us most emphatically of the imperative necessity, while we develop and inform the intellect of the young, of thoroughly and ineffaceably impressing the moral nature with such principles and sentiments as will withstand the assaults of passion, and resist the temptations of selfishness and ambition. Thus may we learn, by sad experience, the truth so often reiterated, that a government such as ours can securely rest only on the moral elevation, as well as the intellectual improvement of the people.

Among the many agreeable results which followed the attack on Fort Sumter, and the insult perpetrated by those misguided citizens of South Carolina to the honored flag of their country—the flag made glorious by the deeds of their own ancestors, and shedding upon them the only renown and the only security they can ever enjoy—none was more conspicuous in this city than the unanimous outburst of patriotism and

devotion to the glorious "stars and stripes" displayed by the teachers and pupils of our Common Schools: The occasion was well improved, and the children will long remember the "flag-raising" of 1861; and it is to be hoped that those lessons and associations, remaining indelibly imprinted upon their memories, will never cease to remind them of the duties which they owe to the Union, and of the devotion with which they should honor and protect its sacred emblem.

EXAMINATIONS.

At the date of my last report (Dec. 31, 1860) the annual examinations of the schools were proceeding. Up to that time, the lower classes of a little more than one half of the Grammar Schools had been examined. Since then, that series of examinations has been completed, the several Corporate Schools have been visited and examined, informal and promiscuous visits have been made to most of the schools, and their classroom exercises inspected; and on the fourth of November last another series of examinations was commenced, which, up to the present time, has included the schools of the Seventh, Eighth, Tenth, and a part of the Ninth and Thirteenth Wards. The results of these examinations have been carefully noted, and recorded upon the minute-books of the schools, for the information of the School Officers of the Wards, and of others interested, and have been also put on file, subject to the order of the Board of Education.

The examinations of 1860-1 were made without previous notice to the schools, and were, therefore, strictly private—in many cases conducted in the class-rooms, only the teacher of the class being present. Although notice was in all cases given to the school officers, it was very unusual for any to be present so as to witness the exercises, and observe the condition and scholarship of the classes, or note the efficiency of the teachers. It was very soon apparent that this system would deprive the examinations of all efficacy, as a means of

stimulating and directing the exertions of teachers and pupils, and that they would thus degenerate into a mere form, none regarding their results or striving to comply with their requirements. Accordingly, recourse has again been had to the plan of a general notice to teachers, school officers, and others, by means of a programme, giving a certain degree of publicity to the examinations, and enabling teachers from other schools, parents, and the citizens in general, to be present and observe the proficiency and discipline of the pupils, and the operations and results of the system. There is no doubt that in this way its popularity may be greatly enhanced; increased scrutiny invariably producing increased confidence in its excellence and efficiency.

It has often been urged as a strong argument in favor of private, and particularly of class-room examinations, that the children would be less embarrassed, and consequently would be able to state their knowledge with more ease and freedom, and thus that better results would be exhibited, and a fairer basis afforded for estimating the efficiency and skill of the teacher. Experience has not justified this opinion. On the contrary, publicity and novelty seem to operate as a stimulant upon the intellectual faculties of the pupils, while the anxiety to answer creditably incites to extraordinary effort, and, when the training has been thorough and judicious, ensures success. The object of the examinations, it must be borne in mind, is not merely to ascertain how much knowledge—how many facts can be repeated from memory—but to test the degree of mental cultivation which has been reached, how accurately and readily the pupils are able to think, to reason, and to express their ideas in their own language, instead of depending entirely upon the words of the text-book.

Nor is the objection to this plan a sound one, that it affords opportunity for special preparation of an injurious character, and thus renders the results unreliable. This impression has been shown in previous reports to be quite erroneous, and, therefore, needs at present only to be referred to with the

single remark that, for the kind of examination to which the classes are subjected, nothing but a long, continuous, and systematic training and instruction is of any avail—all attempts at cramming necessarily resulting in failure.

A very prominent defect, apparent in the examinations, and often adverted to in previous reports, has been the general and marked inability of the pupils to state, in a connected manner, their knowledge of any particular subject which had formed a part of the studies of the previous year. In reply to separate and minute questions answers of a few words could readily be obtained, but no connected account, such as is required to impart continuity and fluency of ideas, and a readiness in their arrangement and expression. This defect has manifestly been produced by too exclusive a dependence, on the part of the teacher, upon interrogative exercises, instead of occasionally requiring the pupil to proceed, without any assistance or interference, in a consecutive statement of his entire knowledge upon any given topic. Not that interrogation should be decried as an agency in teaching. It is, without doubt, the most important and efficacious of all, and the most indispensable of all the teacher's instruments—eliciting, as it does, ideas by suggestion, showing their analogies by combination, and leading the young mind gradually from the stage of passive or intuitive intellect up to that of the operative or active. But the mind must be trained by degrees to depend upon itself—to gather and arrange its stores of knowledge, and to acquire habits of consecutive and logical thought; and for this purpose interrogation operates rather as a hindrance than an aid. In order to call the attention of teachers to the importance of this point, and to induce a better practice with respect to it, the examinations since November have, to a considerable extent, been conducted on the plan of requiring the pupils to state uninterruptedly the information they have acquired upon topics assigned, instead of dividing the subject into minute questions and answers. Of course, an exclusive dependence upon this method would be as great an error in teaching as that which

it is designed to remove. “*In medio tutissimus ibis.*” Both should be employed, each producing beneficial results, which could not be effected by the other.

In connection with the general subject of the examination of the schools, it will not be irrelevant to offer a few brief comments upon each of the subjects of study prescribed by the Board of Education, with reference to the advancement made by the schools in each, and the general defects requiring admonition or advice.

READING.

While from the increased time and attention given to reading, much better results are exhibited than formerly, there still exists, to a considerable extent, the want, so obvious in the examinations of preceding years, and pointed out in previous reports, *i. e.*, a better knowledge of the theoretical principles upon which the practical rules of reading, as an art, are founded. This is constantly manifested by the commission of errors, which could only arise from an ignorance of these principles. Certain rules are often taught as of general application, which belong only to particular cases; and, on the other hand, a multitude of rules and directions are given for special cases, which a single principle would have completely regulated. The direction to “mind the stops,” so useful to the beginner, seems, sometimes, to have received no modification in the higher classes, in which of course, the pupils should be taught to distinguish between the points used to indicate the grammatical divisions of the sentence and the position and length of the rhetorical pause.

The same necessity exists in reference to the principles regulating emphasis, and the varied inflections and intonations the voice, on which the character of reading so much depends. Too much reliance is placed on the mere imitation and natural taste and appreciativeness of the pupil. On this account, from the superior refinement of taste, greater delicacy of ap-

preciation, and finer sensibilities which they naturally possess, the girls in our schools far surpass the boys in reading. In fact, it is a rare thing to find a decidedly excellent reader among the latter. If our teachers themselves would study reading more as a science, they would be far more successful in teaching it as an art.

In connection with the subject of reading, I deem it necessary to call attention to another point, as to which most teachers manifest a great want of care and intelligence. There can be no doubt of the fact, that much and permanent injury is done to the intellectual character of the pupils by constant reading, for the sake exclusively of acquiring excellence in the art, instead of obtaining information and cultivating the mind. However much attention may be given to the former, the latter should never be lost sight of; because, by so doing, habits of inattention are incurred, which permanently vitiate the intellectual character, and give a disgust instead of a taste for profitable reading. Pupils should never be permitted to read except with the effort to understand and remember the subject-matter, and should be required frequently to state what they have read, after a first perusal, so as to encourage the formation of this important habit. I have frequently, on hearing pupils read in the recitation rooms, asked them to close the book and repeat the substance of the paragraph just read, but from the want of this practice, found that they invariably failed, and even after a second or third perusal of a few sentences. I am afraid that most of the children go through our schools with very little cultivation in this respect, and, therefore, with very slender ability to avail themselves of the abundant means of mental improvement afforded by the vast multitude of useful books, journals, and periodicals of our day. With such habits and so little proper taste for reading, no wonder so many of both sexes dissipate their talents and their time in devouring the silly, sentimental, and often debasing, works of fiction, which do so much to deprave the taste as well as the morality of the people.

The reading books in use are, many of them, very little adapted to produce the results so much to be desired. Most of them, indeed, ignore altogether the principle above referred to. Great care has been bestowed to supply every variety of subject-matter necessary to exemplify the rules of reading, but none at all to cultivate the intelligence of the youthful mind. The extracts of which they are composed are, generally, upon difficult and abstruse subjects, entirely beyond the mental grasp and out of the range of the sympathies of a child, or else clothed in a style so involved and obscure as to impart not a solitary idea, even after the most painful and laborious efforts; brief and fragmentary, too, without connection, beginning, or end, and thus neither exciting interest nor imparting information. Reading books for schools should be composed of connected matter, upon subjects calculated to interest young minds—familiar science, information upon subjects of daily observation, the history and description of various countries, moral tales, and such poems as tend to improve the taste and exalt the sentiments. A systematic reading of such books, with careful examination and drilling, would, in itself, be an invaluable means of education, imparting to the pupils a mass of general information, increasing their intelligence, stimulating to inquiry and observation, and imbuing the mind with a taste for useful reading and correct mental habits. How else than upon the theory that these habits have never been acquired, can we account for the fact that so many really sedulous readers, devourers of books upon all subjects, never attain any extensive or accurate information, or considerable vigor of thought?

“Who reads
Incessantly, and to his reading brings not
A spirit and judgment equal or superior,
Uncertain and unsettled still remains,
Deep versed in books, and shallow in himself.”

I trust that the teachers will endeavor not only to teach the

art of reading more effectively, but to make it more available than heretofore as an agent of education.

SPELLING.

The improvement which was reported two years ago to have been made by the schools in this branch, and attributed very justly, without doubt, to the employment of exercises in writing words and sentences, then become so general, has been very well sustained; but I do not think much progress has been made beyond the degree of excellence then reached. I do not think the subject is taught with sufficient system, nor that, in the written exercises, sufficient care is taken to have the errors made by the pupils corrected, so as to be avoided in the future. Of course, without such care, these errors are perpetuated, and writing only renders them the more difficult to be eradicated. Spelling must be addressed to the eye more than to the ear, and therefore the teacher should be admonished not to depend exclusively upon an oral dictation of the words to be written, but frequently to write them himself legibly upon the black-board, or cause his pupils to copy them from the printed page.

Words of similar sound, but of different orthography, especially such as contain the same letter, single or doubled, or different combinations of the same letters (*ie* and *ei*, for example), interchanged upon no obvious principle of regularity, should be grouped into separate lessons or exercises, and the pupil in this way accustomed to distinguish between them. A very little reflection will enable the teacher to construct an unlimited number of exercises, by placing together such words as *indelible*, *infallible*, *tranquillity*, *imbecility*, *dilatory*, *tillable*, *diligent*, *intelligent*, *battalion*, *rebellion*, *filament*, *fallacy*, *controllable*, *consolable*, *irascible*, *indictable*, &c.; and such exercises will be of far more practical benefit than the writing of long, difficult, and unusual words, to which the pupil can attach no clear conceptions, and, consequently, will be sure to forget almost as soon as they are learned.

There is at present almost a total neglect of verbal analysis and construction—a very important matter connected with spelling. The pupils should be taught to form from the primitive word its various derivatives, making the necessary modifications in spelling, and also stating the difference in meaning. For instance, from *EXCEL*, *excelled*, *excelling*, *excellent*, *excellence* or *excellency*, *excellences* or *excellencies*, &c. On account of the very great deficiency manifested in this particular, it is designed to make it a requirement in all future examinations. In connection with this point, it is proper to state that the rules of spelling are scarcely ever taught; of course they would be manifestly necessary in carrying out the plan of teaching verbal construction and analysis, and there is no doubt that the pupils should be made familiar with their application.

It is strange that any sensible teacher should confine the attention of a class to the few words assigned as a spelling lesson at the head of the reading exercises, which, indeed, only serve to fill up space that should be otherwise occupied, and yet this practice was once very general, and still exists to some extent. I have occasionally given considerable dissatisfaction to teachers by refusing to confine my examinations in spelling to those brief and ill-arranged lessons, and to award the highest merit to a class who had perfectly committed them to memory but could not spell the simplest word beyond them. Let this practice be superseded by such exercises as I have suggested, and there is no doubt this branch will be much more efficiently and permanently acquired.

DEFINITIONS.

I regret very much to be compelled again to report that there is still manifest in the schools a very great want of efficiency in teaching the meaning of words. The definitions given by the pupils are uniformly vague, inaccurate, and sometimes, even in the highest classes, absurdly wrong. This can emanate only from erroneous methods of instruction. As

language performs so important and considerable a part in all teaching, no one can attempt to teach, without serious error, who does not clearly and accurately understand the relations of language to mental development—to what extent, and in what way, it is the instrument as well as the representative of thought. A slight reflection will be sufficient to show that our ideas, without words to express them, would be so indefinite and fleeting as to afford no materials for any mental operation whatever, and thus could neither promote its growth nor stimulate its activity. Not only are words the records of perceptions, fixing them on the mental tablet as vivid conceptions, and fastening those minute distinctions in the memory, which, without such aid, could scarcely be retained an instant in the absence of their archetypes in the material world, but they aid perception itself by affording to our mind the recorded results of the perceptions of a thousand others, and thus stimulating us to perceive what no single mind could, with any degree of attention, have discovered. Descriptive science abounds in illustrations of this fact. What mind could grasp and retain the multifarious characteristics of natural objects—animals, plants, shells, minerals, &c.—without the aid of words? In botany, for example, the varieties in the form and position of leaves and flowers, their almost endless diversities of surface and structure, distinguished by such minute peculiarities, would, without the aid of terms to fix them, baffle the strongest memory, and defy the keenest perception.

Justly have words been styled by a distinguished writer the *antennæ of perception*; nor are they less necessary to the operations of the higher faculties. Reasoning without language would be only the reasoning of the lower animals, which enables them to protect themselves from injury, but never conducts them to any higher degree of intelligence. Indeed, although it involves some association of ideas, it has no more analogy with the reasoning which is based on the delicate distinctions of a refined language, than the creeping of a snail has to the soaring of the majestic eagle.

From these few brief hints the necessity will be apparent of adopting methods in this branch of instruction based on a correct knowledge of the philosophy of language as an instrument of intellectual action and culture. The first object of importance is to impart a *copia verborum*—a vocabulary of words; not mere words, but associated indissolubly with their archetypes, and capable ever after of exciting in the mind distinct and vivid conceptions. This is the true end to be attained by teaching the definition of words, and the failure to accomplish it is a very serious one.

I am of opinion that this object is, in the first stages of education, sought to be attained by methods which only serve to associate imperfectly words with each other, rather than with the ideas or things to be represented. This is, of course, not only useless, but pernicious. The child asks for bread, and he receives a stone. The first stage in teaching language is description. The sensible properties of objects should be presented with the terms denoting them, and a permanent association established in the mind between both. How senseless to give a child in the primary school a list of twenty-five words to define from a dictionary—and such words, too, as either serve only for grammatical relation or to express the simplest notions, and consequently to be defined accurately with great difficulty, and only by the employment of very many words which a child is prepared neither to use nor understand! And yet I have known this to be done by teachers of high standing and long experience. The proper meaning of such words is only to be learned by exemplification—by presenting to the mind the objects themselves which they are designed to represent. This is one of the most important uses of “object lessons,” which should form a considerable part of all primary school instruction. The child, with a particular substance or article in view, should be required to give distinctive words to describe its color, size, shape, materials, texture, surface, &c., and be trained to accumulate epithets, so as to express the most minute distinctions cognizable by the senses. In this way the

mind may be rapidly stored with a rich supply of words, its ideas multiplied and made distinct, while the perceptive faculties are sharpened, and the memory invigorated. This will afford, too, the best preparation for a comparison of words with each other, so as properly to define them, and distinguish between their meaning and application. The latter, however, should not be required in elementary classes, certainly not in the primary schools; in these, exercises of the kind suggested in "object lessons" taking its place. In the more advanced classes the pupils should be gradually accustomed, in connection with the reading lessons, to state what they have read, in language as different as possible; and this process, commencing with the simplest exercises, may be made to lead, as the pupils advance, to paraphrase and translation, and thus have an important bearing upon composition.

In carrying on this process the ordinary dictionary would be of comparatively little use; indeed, it is never a proper book for class recitation. A simple manual, constructed on the plan of Roget's *Thesaurus of Words*, would be a most valuable auxiliary, and in every respect far more serviceable for school purposes. The constant reference to such a book for words to be applied to a practical purpose, could not fail to expand the mind, enlarge its vocabulary, and increase its power of expression.

The whole subject of definitions is one that involves a consideration of some of the most interesting principles in education; but is, of course, too extensive to be discussed at length in a report such as this. The few brief hints here given, it is hoped, will serve to call attention to the importance of the subject, and lead the teachers to a more careful study, in connection with it, of the fundamental principles of scientific teaching.

GEOGRAPHY.

There is scarcely a branch in the entire course of study prescribed by the Board, the teaching of which is followed by results so meagre and unsatisfactory as geography, and yet there is scarcely any in which so much time is spent. It is taught

in several of the classes of the primary department, and continued in all the classes of the grammar schools except those of the first and second grades. The amount of time consumed in this study is certainly not compensated by the degree of mental cultivation attained, or by the quantity of information imparted. Why geography should occupy so prominent a place in the course of study, aside from established custom, it is difficult to assign any good reason. There are certainly far more valuable subjects of instruction, both in respect to the utility of the knowledge which they afford and the value of the training which they give to the mind. An extended experience and reflection have convinced me that the source of the failure so manifest in teaching it must be in its want of adaptation to the young mind. "No profit grows where is no pleasure ta'en;" and this study, as it must necessarily be pursued, can not be made interesting to the youthful learner, and for several reasons :

1. The primary ideas involved in it are very few, while the subjects which interest the young mind are rich in mental images, giving play to its most active faculty—that of conception.

2. These ideas are not such as young children are enabled to acquire from actual observation. They have no opportunity of seeing in nature islands, rivers, lakes, &c., and therefore, having no vivid conceptions of the reality, can take at best only a very feeble interest in the subject that treats of them. Pictorial illustrations may, indeed, serve to impart some notion of these natural objects, but can only be really effective when founded upon actual conceptions, serving rather to recall than impart ideas. By means of them new combinations of ideas may be imparted, but the elements of these must have been previously impressed upon the memory.

3. There is only a single relation of ideas involved in this subject—that of position. Is this place east or west from some other? What are the boundaries of this country on the north, east, &c.? In what direction does this river flow? In the absence, therefore, of descriptive geography,

it is a mere mechanical study of maps, and supplies no food for thought, no stimulus to curiosity. The description of different countries, their surface, soil, climate, productions, people, language, customs, religion, &c., may, indeed, be taught to more advantage; but this department of knowledge, to be interesting, must be preceded by considerable general intelligence, which the youthful learner cannot be expected to possess.

4. The study of local geography is one of mere names—meaningless words. They are, it is true, the names of islands, cities, rivers, &c.; but they excite no distinctive ideas in the child's mind. To him all rivers are alike, except that he remembers on the map one is longer than the other, or drawn in a different direction, or with a heavier or more irregular line. Very often the impressions of this kind which he obtains from the maps are erroneous; for, all not being drawn on the same scale, he quite often conceives that one place is larger than another, when it is in reality smaller; for example, that Long Island is immensely larger than Cuba, because he sees the former on the special map of his own State, while the latter only occurs on that of North America.

It is evident that such a study must be injurious to the mind in the first stages of its development, because it prevents it from accomplishing what nature designs, the filling of the mental store-house with images, and thus supplying it with the materials for its future work.

I should, for these reasons, recommend the abandonment of this study in the Primary Schools, and, in the Grammar Departments, teaching the maps only in connection with descriptive geography, and restricting it to the outlines, filling these up in connection with history and such other subjects as involve a reference to localities. There is no utility in a child's learning all the cities and towns in a given country, when he knows nothing about any of them; but if he is studying, for instance, an account of the battle of Lexington, or of Quebec, his curiosity is naturally stimulated to learn the situation of

these places. The reading of works of travels, natural history, biography, &c., would, in this way, lead to very valuable and permanent acquisitions in geography, and it is to be hoped that good opportunities for this will soon be afforded by the appropriations now secured to the schools for the purchase of libraries.

GRAMMAR.

While English Grammar is at present much more intelligently taught than formerly, many of the defects pointed out in previous reports still exist. Quite a number of the teachers still obstinately persist in compelling the children to commit the whole text-book of definitions and rules to memory, without attempting to teach a single application, thus not only wasting the pupils' time, but working a positive injury to their minds. The Principals, whose duty it is to supervise the class instruction in their schools, should compel a discontinuance of this pernicious practice.

A more general defect is the exclusive teaching of verbal parsing, without any training in the analysis of sentences, and to this the teachers' attention has been frequently called, but without avail. In order to remedy this deficiency, the classes, examined since November, have been required to go through this exercise; and while most of them have been lamentably deficient, a few have been quite successful. In the Female Department of Ward School No. 20, the classes, in this respect, gave entire satisfaction, and showed more successful training than has been exhibited in any other school in this branch of instruction. I trust this mode of teaching grammar will soon become general, because it cannot fail to impart a clearer and more thorough knowledge of the subject, and prove a far more effective means of mental discipline. The correction of false Syntax also requires more particular attention, and it is therefore contemplated hereafter to make it a separate subject of examination, in connection with the exercise of parsing and analysis.

HISTORY.

The special value of the study of history as a branch of education, aside from the utility of the knowledge which it communicates, consists in its efficacy as a means of training the mind to method in narration, giving connection of ideas, and an ability to state sequences of facts with fluency and consecutiveness. This important object, however, is generally prevented by employing the catechetical plan in teaching it, so that the subject-matter being divided into minute questions and answers, having reference to individual, and often unrelated facts, the connection of ideas is destroyed, and the study rendered comparatively useless. This error is to be avoided, by requiring the pupil to state at length, and in his own language, all he has learned of any particular period, personage, or event, and to narrate occurrences, not so much in the order of time as in the order of cause and effect, so that their philosophical connection may be constantly kept in view.

Teachers, whose pupils are able to recite the whole book from beginning to end, are often astonished that they should fail under examination, not remembering that the facts being only learned in a particular order, can be recited in no other, and that children never perfectly understand a subject until it has been presented to their minds in many different ways. History, for this reason, should be taught with reference to geography and biography, as well as chronology. For example, after the history of a particular period has been learned, the pupils should be required to state consecutively all the events that refer to the eminent men of that period—in other words, to sketch their biography—and the same with reference to places. On this principle, the exercises may be varied to a very great extent by an intelligent teacher, who has a thorough knowledge of the subject, and they cannot fail to be followed by the very best results.

The examinations this year have been conducted on the principles here stated, and while they have thus far been

attended with fair results, there is good reason to anticipate much amendment in the future. I would, in this connection, recommend a more thorough teaching of the colonial history of the United States, a part of the subject in which the classes have generally evinced a marked deficiency.

ARITHMETIC.

In my first annual report of 1856, I took occasion to call the attention of teachers to the importance of giving more prominence to mental arithmetic, and spending less time in mere ciphering, or working out sums by means of the mechanical application of rules learned by rote. From year to year, however, very nearly the same results have been presented. A good degree of experience has been displayed in solving questions in written arithmetic, and, occasionally, the ability to explain the operations in a correct and intelligent manner, but no logical analysis of the questions, no presentation of the different steps of mathematical reasoning, by which the solution was effected, and, consequently, an evident failure in deriving the best advantages, in practical knowledge and mental training, from this branch of study.

In order to effect a change in this respect, the examinations of this year have been almost exclusively confined to mental arithmetic; and, since this is specially prescribed by the Board, those teachers have been deemed censurable who have neglected to teach it. Only in a very few classes has a good-degree of ability, readiness, or accuracy, been exhibited, even in solving and analyzing the simplest problems. The highest class of the Female Department of Ward School No. 38 deserves an honorable mention for a display of unusual excellence in this respect.

In pursuing this course, there has been no intention or desire to supersede written arithmetic, but to subordinate it to the mental process and analysis, which should in all cases take precedence in teaching, and should accompany, also, the

operations on the slate—the latter being only called into requisition when the numbers involved are too large and complex for ready mental calculation. The definitions should, as a preliminary step, be always thoroughly taught and explained. Much deficiency has been manifested in this respect.

I anticipate the best results from the change above mentioned, in the requirements of the examinations, because it has been met with a cordial approbation and compliance on the part of the principals and their assistants, who seem to have been conscious of a great want of reform in this particular, and pleased to have an incentive to effect it. It cannot fail to exert the happiest influence on the pupils, and to conduce very much to the efficiency of the education given by our schools. In proportion as logical and intelligent methods of instruction take the place of the dry, monotonous, and mechanical exercises, which have been so general, the pupils' minds will become more elastic and active; and, when they have passed through the prescribed course, they will not simply find their memories charged with a mass of heterogeneous facts, held there by so precarious a tenure that the lapse of a few years serves to leave them almost a blank—a *tabula rasa*; but their minds will be stored with principles from which, as from a perennial fount, the streams of knowledge can never cease to flow, and they will be prepared, by the stimulation and strengthening of all their faculties, for any sphere of life to which they may be called.

Very great reform of a similar character is, without doubt, required in the Primary Departments and Schools. It is in these that the children should be prepared for the discipline of the Grammar Schools, by exercises more directly addressed to their intelligence than at present. Instead of consuming their time in learning the simple rules, and applying them to numbers very much beyond a child's conceptions, they should receive constant mental practice with small numbers, and be exercised in the familiar applications of the elementary processes of calculation. With such a training for a basis, there

is no doubt that the Grammar Schools could accomplish far more than they do at present, and in a much shorter time.

ALGEBRA AND GEOMETRY.

A considerable portion of the time of the higher classes is consumed in the study of algebra, but, I think, with quite inadequate results, for the reason that the same defects exist in the mode of teaching it as have been referred to in arithmetic. The pupils, by long practice, are made quite expert in all the simple processes of combining algebraic quantities and solving equations, but have no proper knowledge of principles. They can neither define the terms, analyze the processes, nor demonstrate the rules, and, with very few exceptions, are equally deficient in the application of equations to the solution of problems. If they are asked, for instance, to state the method of clearing an equation of fractions, the usual answer is: "Find the least common multiple of the denominators, then divide this common multiple by the denominator of each fraction, and multiply the quotient by the numerator;" this being deemed a perfectly satisfactory account, and exhaustive of the whole subject. If asked *why* this is done, no response whatever is generally given. Now, instead of learning this rule, and blindly following it in the way indicated, the pupil should be required to analyze the whole process, thus: "*The least common multiple of the denominators (naming them) is —; I therefore multiply both members of the equation by —; since, 'if equals be multiplied by equals, the products will be equal.'* Now — times (stating each term of the equation in succession) is —; thus producing an equation free from fractions." A similar mode of analysis, involving a recurrence to fundamental principles, as well as a full demonstration of the process, should be required in every operation; but, taught as above stated, it is of comparatively little benefit. The mind receives neither improvement nor information, and the time is thrown away.

This evil it is designed to remove, by pursuing a similar course in examining the classes in algebra to that indicated above with reference to arithmetic ; requiring accurate definitions, through explanation, and mental solution ; only resorting to the slate when the examples are too cumbrous and intricate to be easily kept in the mind.

Geometry, though not prescribed in the course of study, is taught in many of the schools, in order to prepare the pupils for the higher grades of teachers' certificates. It is not, however, generally well taught, but, on the contrary, is often made the means of tasking the pupils' energies, not only without benefit, but with positive injury. Such must necessarily be the case when the pupil commits to memory the demonstrations of the book, *verbatim*, without a single gleam of intelligence as to their meaning or object. No wonder the question is so often asked, "What is the use of studying geometry?" Pursued, however, as a means of training the reasoning faculties, every step in the chain of demonstration being well understood, and its logical connection with the following one clearly perceived, it must always prove a delightful and profitable study, and impart to the mind a power which it could obtain in no other way. Nor are the facts of geometry unimportant, indispensable as they are for the proof and elucidation of the fundamental principles of mechanical science, and serving likewise to illustrate many of the most common facts of daily observation.

To be taught effectively, a variety of exercises should be employed. For example, different letters or numerals may be affixed to the diagrams instead of those given in the book ; the diagrams may be used without either letters or numerals ; the diagrams themselves may be changed, either in form or position ; the pupil may be required to state the connection of the propositions without diagrams ; or may be required to give different demonstrations ; or to change entirely the order of the propositions, or to demonstrate propositions or corollaries not given in the book ; or to explain the practical application

of the truths demonstrated. With exercises, such as these, the pupil cannot fail to be benefited by this study; and without the ability, by a familiar acquaintance with the subject, to require the performance of these exercises, no teacher should attempt to give instruction in this subject. I am of the opinion, moreover, that a recurrence to the system of Euclid, of interposing the problems among the theorems, where they logically belong, would serve to assist very greatly in developing the intelligence of the pupil with respect to the nature and objects of the study. They certainly should not be entirely passed over as at present.

NATURAL SCIENCE.

In the departments of natural science, the branches pursued are astronomy, natural philosophy, chemistry, and physiology. Of course, very little time can be spared from the other and more elementary studies for instruction in these, necessary and interesting as they are. Astronomy has been taught with considerable care in most of the schools for several years, and there is no doubt has accomplished a very useful purpose, in expanding the mind, and filling it with those lofty conceptions of the works of the Creator which must exert a genial influence upon the moral and religious sentiments of the pupils. The outlines of descriptive astronomy, including a knowledge of the solar system and of the great facts of the stellar universe, are learned in nearly all the schools. There is, however, quite too little illustration employed to make the subject as interesting and intelligible as it would otherwise be. Especially is this the case in the "Doctrine of the Sphere," which, requiring considerable illustrative apparatus, is at present very rarely understood. The use of the globes, in connection with the study of this part of astronomy, would be found to contribute very much to a full understanding of the subject. Every lesson given to be learned from the text-book should be preceded by a full and thorough oral explanation by the teacher, and the pupils themselves should be required to illustrate, from the

black-board, the facts and definitions which they have committed to memory.

Natural philosophy and chemistry, from their great practical value, should receive much more attention in our schools than they can under the present requirements. In every sphere of life in which either sex may be engaged, these facts are eminently useful—indeed they are indispensable to success. And not only is the knowledge imparted by them valuable, but they are especially adapted, when presented in a familiar form, to interest the youthful mind, because they supply, in inexhaustible profusion, the means of satisfying that boundless craving for knowledge which nature has implanted. Familiarized and illustrated by facts drawn from the daily experience and observation of every one, they would be far more effective agents of education than geography—now poured into the pupils' memory *ad nauseam*—and might, with great benefit, be substituted for it in many of the classes. And if to these were added the elementary facts of natural history and botany, the pupils' faculties of observation and investigation would be strengthened in a high degree, their general intelligence vastly augmented, and their minds prepared for greater usefulness in after life, whether that life were passed on the farm, in the workshop, store, or counting-room, or in discharging the duties of either of the learned professions.

I simply offer this suggestion at the present time, without attempting to sustain it by the many arguments which might be advanced in its favor, commending it to the attention of the Committee on the Course of Study, who, I trust, when they shall take up the subject of its revision, will give it a careful consideration. There can be no question of the fact that, for all the ordinary purposes of life, chemistry is as valuable as any other branch taught, and if we except reading, arithmetic, and penmanship, has more useful applications than any other. Much more prominence should, therefore, be given to it in the prescribed course.

PENMANSHIP.

Notwithstanding all the urging and suggestions that have proceeded from this department with reference to penmanship, there is still a great want of success manifested in teaching this branch. The reasons assigned for this deficiency in previous reports are doubtless correct, and still applicable. Methods of teaching, founded upon the principles there enunciated, could not fail to produce more satisfactory results. The teachers accomplish so little by the instruction given in this branch, partly because they dissipate their time and efforts in teaching the pupils individually instead of teaching them in the mass. This may be done in penmanship as in the other branches, by requiring all the pupils simultaneously to perform the same exercise, the teacher preceding it by careful explanation and illustration by means of the black-board. Thorough explanation as to the manner of holding the pen, the proper posture of the body, and the right position of the book, should also precede every lesson, and should be carefully and diligently enforced. At first the exercises should be performed slowly and with great care, so as to develop the correct ideas of form, as well as to impart to the muscles of the hand and arm the ability to produce them with ease and readiness. Rapidity of execution must be attained by degrees, and in proportion to the advancement of the pupil in other respects. Where this plan has been faithfully carried out, the very best results have been reached.

I have in these few pages endeavored, as succinctly as possible, to point out the prominent defects in the prevailing methods of teaching, as applied to the various branches prescribed by the Board, as well as to state the principles upon which a reform in each particular should be based. Of course, to do this with such fullness as would be required in order completely to rectify the many erroneous views and mischievous plans which a constant supervision of the schools render apparent, would occupy a great deal more space than it would

be proper to consume in this report. Their effectual removal can only be accomplished by the establishment of a Normal School, in which the true theoretical principles and practice of teaching would be made a subject of instruction to those designing to become teachers, and would, by enlightening them in these respects, be a sure safeguard against the pernicious errors which now pervade our system, notwithstanding its many and great excellencies.

The high rank which our system of Common School education holds among those throughout the country, should only serve to make us more diligent in our exertions to sustain it, more vigilant in pointing out abuses, so that they may be readily and immediately removed, and more anxious to adopt every necessary means to elevate its character, extend its usefulness, and make it, year by year, the instrument of disseminating still greater blessings among the rising generation of our great metropolis.

All which is respectfully submitted.

HENRY KIDDLE,

Assistant Superintendent.

NEW-YORK, Dec. 31, 1861.

REPORT

OF

ASSISTANT SUPERINTENDENT WM. JONES.

HON. S. S. RANDALL, *City Superintendent* :

In submitting to you my fifth annual report of the Primary Schools and Departments for the present year, I take great pleasure in assuring you that their condition has been improved since my last report, and the progress made by them, in all that tends to promote their usefulness, is a subject of mutual congratulation.

The year has been marked by great and unexpected events. The integrity of the government has been threatened—civil war, with all its horrors, has pervaded the country, business, in all its departments, has been seriously affected, while thousands of our citizens have been suddenly thrown out of their accustomed employment. The call of the government for men, to aid in suppressing the rebellion, has been promptly responded to, and fathers, sons, and brothers, have left home, with all its endearing associations, and gone forth to battle in behalf of the Constitution and the Union. Others, in consequence of these revulsions, have removed into the rural districts, and therefore it was feared that the attendance for the year just closed would be much less than that of the preceding one. The statistics, however, exhibit the gratifying facts that 8,964 more pupils have been taught in the Primary Schools and Departments than during the previous year, and that there has been an increased average attendance of 4,081.

In the Colored Schools (and most of the pupils attending

these belong to the primary grade) there have also been taught 2,491, with an average attendance of only 966. These children are not in the habit of attending school regularly, and therefore do not make the desired progress.

This increased attendance has been mainly confined to the lower classes, and has consisted of such as previously never attended any school, and whose ages vary from four to six years. The statute of the State permits all children, over four years of age, to participate in the blessings of our excellent system of instruction, and, as a result, we have nearly all of our alphabet classes composed of those whose average age does not exceed five years. Writers on the instruction of the young consider this as too early a period in life for that class to be shut up in the school-room, and subjected to its rules. Whether we regard their future mental or physical condition, that must be considered a calamity which deprives them of the purer atmosphere of home, and the joyous recreations which impart the glow of health to their cheeks. If parents were wiser, they would consider the physical comforts of their offspring, and not seek so earnestly for their admission into the now overcrowded class-rooms. As our Teachers have no authority to exercise their own judgment in this matter, they yield to the desire of the parents, and the names of the tender ones are forthwith registered.

The attention of the Board of Education has already been directed by you to the crowded condition of the Primary Departments, and the Trustees of the several Wards have endeavored to remedy the evil complained of; but no effectual one will be found until a sufficient number of buildings shall be erected to accommodate the wants of the primary scholars.

At the present time there are forty-nine Primary Departments and thirty-seven Primary Schools—two of the former and three of the latter being for colored children. In no less than twenty-seven of the departments the attendance, every clear day, exceeds seven hundred, and in most of these it ranges from eight to thirteen hundred. In the other twenty

the buildings are much smaller and the accommodations proportionably less ; while in all, both large and small, more children daily congregate than can be comfortably seated or advantageously instructed. Improvements in many of the school edifices, to which I shall hereafter refer at greater length, have been made, at the instance of the school officers, and additional facilities afforded ; still the demand continues as great as before these accommodations were furnished.

The evils which unavoidably arise from the crowded condition of the lower classes have been, in a former report, presented ; yet I deem it pertinent, at this time, to again briefly allude to them. One of these is the system of premature promotions. If the lowest class contains too great a number, and applications for admission continue to be made, many of the pupils of this class are advanced to a higher one, and thus a promotion is made from class to class, even to the highest. The tendency of this method is to hurry children forward before they sufficiently understand what the Teacher has sought to impress upon the mind, and thus the instruction communicated partakes too much of a superficial character. In too many instances the Teacher wishes to bring her pupils up to the grade as contained in the *Manual*, and, without due consideration, attempts to impart too much, without succeeding in doing anything well, instead of awakening the perceptive faculties of her pupils, and assisting them in comprehending every step which they may be called upon to take in ascending the hill of science.

In the lower classes we should begin naturally, and make the children familiar with things and their names. This system is better understood than formerly, and is pursued by judicious Principals, who have read with attention the admirable lessons imparted to them by my respected associate, whose annual reports are designed to be a manual of instruction to Teachers engaged in the important duty of training the youthful mind. Other writers of experience and ability have recently published works full of valuable suggestions, worthy

of the attention of Teachers of schools of every grade. *How to teach* is that which all who profess to teach should be familiar with ; and yet, it is to be feared, that very many fail in their efforts, and mourn over their evident want of success, who have not sought out the great secret, the possession of which would to them be of priceless value. The want of a Normal School, for instruction in this very art, has long been a great desideratum ; and the establishment of one, where practical ideas could be imparted to Teachers, especially to those engaged in our Primaries, would be hailed with delight. Until then each Teacher will pursue her own method, improved by such study as she may pursue and such experience as she may chance to obtain. Private classes by some of the Teachers, who formerly taught in the Normal School, have been formed, in which instruction in the art of teaching as well as in the higher branches of learning is afforded. I am glad to hear that these classes are well attended, and that the objects designed are in a fair way to be successfully attained. To teach thoroughly is to teach well, and no Teacher should be satisfied unless his pupil clearly understands what he has sought to make him familiar with. To be successful in this, one must be possessed of excellent judgment as well as of extensive observation, strengthened and improved by careful reading ; I, therefore, take great pleasure in commending to the attention of all who hope to achieve the reputation of a successful Teacher (and no others ought ever to be found in the schools), the various works written upon this subject by eminent authors, and which can easily be procured by such as feel sufficient interest in the great work in which they have engaged.

The exercises in the infant classes are generally short, and are varied so as not to be too monotonous. If children so young are to be made to love the school, as well as its Teachers, everything must be rendered attractive. Kindness should be the law pervading that circle, and the confidence and affection of the pupil thereby secured. It is very gratifying to visit some of the rooms and behold the cheerful countenance and the

sparkling eye, and listen to the melodious voices of the contented pupils, as you may then be sure that the right Teacher is in the right place, and that the results will be all you could properly expect. Such Teachers understand the wants of the children, and know what means to adopt in order to secure the desired end ; and the affections of the heart being thus gained, the children will improve, because the chief element employed is love. To maintain proper discipline with such is a light task, and the duties of the Teacher never become irksome. Such classes I always inspect with pleasure as well as profit, and am never disappointed in my sanguine expectations.

Singing is employed as one of the chief agencies for engaging the attention of the young, and with great success. Children love music, and learn it readily ; but that we may employ it to advantage, great care should be taken that no sentiments are sung which could produce the slightest injurious results. Those engaged in the Musical Department have written so many sweet songs, containing sentiments of so moral a character, inculcating love to Him who is the author of all our mercies, as well as to each other, and the music is so full of charming melody, that none can listen to it but with emotions of delight. I would recommend that Teachers, when their infant classes indicate that they are wearied with the lessons, should, as soon as possible, strike up some lively and entertaining song, in which all the children could participate. This would be to them an agreeable recreation, produce a degree of cheerfulness among them, and give their minds time for necessary repose. At other times lessons in calisthenics might be given, which would afford exercise to all the various parts of the body. I have discovered that where these are not of too violent a nature the children are greatly pleased, and the most beneficial effects produced. It is not possible for small children to sit quietly for any great length of time, nor ought we to expect them to do so ; nature demands that they should have constant exercise ; and, if nothing further could be accomplished than a mere marching around the room, I would urge that.

In very crowded rooms, where ventilation is difficult to be obtained, recesses should be frequent, and the pupils should be taken into the play-ground, while the windows are opened and the impure air is displaced. No system of ventilation having been found to be effectual in accomplishing a thorough and constant change of the atmosphere, recourse can be had to no other means than these frequent recesses. To lower windows but partially secures the desired end, and then, perhaps, at the expense of the health of those exposed to the cold currents thereby created; care, therefore, must be taken to guard against these evils. The time may come when scientific gentlemen may be able to agree upon some simple and efficacious system by which ventilation may be properly secured in every apartment. Until then it is best to adopt the mode suggested, even though some time may be lost in following it. It is better that time should be thus spent than that lives should be lost by inhaling so impure an atmosphere as that which pervades the class-rooms of some of our schools.

I have in former reports recommended, that in order to enable Teachers to make the children familiar with what is usually called "Common things," a box containing various small samples of manufactured goods should be placed in each room. These would afford topics of conversation between pupil and Teacher, in which the latter, while explaining the uses of each article, as well as its origin and mode of manufacture, could at the same time encourage the children to ask questions, so as to draw out their own ideas upon the subject. I have myself found this to be a profitable as well as entertaining exercise, and can therefore commend it to teachers. Such samples are not at all times essentially necessary, and in their absence, articles to be found in the room, as well as the clothing of children, may be selected as topics of conversation, as may, also, many of the wood-cuts which are found at the head of the reading lessons.

The examinations of the children of the various classes, during the present year, are mainly satisfactory, and exhibit a decided

improvement in the results, as well as in the methods by which these have been secured. The series for the year 1859-60 were, at your request, held in the class-rooms, without the presence of the usual visitors. It was thought that the children could then be seen just as they appeared daily, and that the results would be more satisfactory. No notice was sent to the schools when the examination should take place, though the Officers of each Ward were notified a day or two in advance of the time fixed upon. Strange to say, but very few of these throughout the city accepted the invitation to be present, and the examinations did not awaken that interest, on the part of pupils, Teachers or Officers, which was observed on previous occasions. The present series is conducted in the main room, in the presence of visitors, and the children seem gratified in being able to exhibit the attainments made; Officers again attend, and appear interested, and Teachers are anxious that their labors should be made manifest.

It may be proper, at this time, to correct an erroneous opinion, entertained by a few, that the examiner gives the highest commendation to those who profess to have gone over the greatest ground, and thus to have brought their pupils up to the highest grades. Such is not the case. What is mostly wanted, and therefore desirable, is, not that they should have gone very far, but that what has been professedly taught has been thoroughly so. Better, far better, that children should be in a lower grade, and understand well all the studies prescribed by the Manual to be taught in that grade, than to profess to go farther and be sadly deficient in all. No one can desire any higher praise than that he has been instrumental in causing the pupil thoroughly to master the various studies, as far as they have been pursued.

If, therefore, instead of endeavoring to carry the pupil over a vast extent of ground, and failing in the effort, the leading idea, the noblest thought and purpose, was to do thoroughly what was attempted to be done, and to make the scholars familiar with principles and their application, and thus enable

them to explain the process by which results are reached, there, perhaps, might at first be fewer higher classes, but there would be more efficient teaching, and more practical good accomplished. Nor should children be detained in schools after the regular hours, for the purpose of *drilling* them for examinations. Such a system is wrong and pernicious, and those who pursue it are often doomed to disappointment. What is desired is, that Teachers should daily faithfully and earnestly discharge their duty, by a thorough explanation of principles, and by pursuing the most approved methods of teaching, and then examinations may come when they may, and the faithful Teacher will be prepared for them. Some Principals of Grammar Departments have complained to me that the promotions made by Primaries during the summer are far below the standard, and do not compare with those made immediately subsequent to examinations. This is to be regretted, and where the evil exists, should be corrected—which may easily be done by faithfulness and energy at all times in the sacred discharge of duty.

I have spoken of the crowded condition of Primary Departments, and the constant demand for admission to them—a demand which Principals are not always able to comply with. One effectual remedy for this evil is a frequent promotion to the Grammar Departments, where the same can be done. In many of these the attendance is small, and there is plenty of room, while the Primaries are crowded. How much better is it to find room for two classes up stairs, even though they have not reached the required grade, than to keep them in the Primary until they reach the standard, and at the same time prevent those who desire admission from having their urgent wants supplied. I am aware that many Principals of Primary Departments would object to this system, as it would take from them their first class; but such an objection is a purely selfish one, and ought not, and should not, interfere with the more generous design of giving to all the advantages of a good education. If every Teacher would strive to do well in all that he

attempts to do, equal credit would be bestowed, whether the class was of the first or second grade.

The increased accommodations and facilities furnished many schools since the date of my last report, by additions to the buildings, or by interior improvements, are very gratifying. In the First Ward a new house has been erected for the Primary Department, which was long needed, and which will now contain all the modern improvements and appliances. In the Third Ward, Primary School No. 37, in Robinson street, has been enlarged by the lease of the adjoining building, and in fitting it up for school purposes. This school is now well provided for in all respects, and is rapidly improving. Many of the buildings formerly belonging to the late Public School Society, and occupied by Primary Schools, have been modernized, and thereby greatly improved. The boys and girls, formerly educated separately, have been brought together, and fewer Teachers are required to teach the same number of children. New School-Houses in the Ninth and Nineteenth Wards have been completed and are now occupied. The one held in the latter is newly organized, and is doing well, having in the three departments about nine hundred children. The building is in Seventy-ninth street, in a sparsely settled district, but as the population is rapidly increasing, in a few years we may expect to see every seat occupied. Grammar School No. 37 has also had its building altered and improved; wings have been added, and other changes made, such as were required by the increased population living in the vicinity. The building for No. 32, in Thirty-fifth street, now in process of erection, has not been finished, as was expected. At present the Male and Primary Departments meet in temporary accommodations, and will do so until April, when their new house will doubtless be completed. These, as well as other improvements which have been made, in order to accommodate the wants of our increasing population, indicate plainly that the Board of Education is disposed to do all in its power to afford to the citizens of our city the necessary school facilities, so that their offspring may

receive the benefits which flow from our excellent system of public instruction.

EVENING SCHOOLS.

The number of these now in operation is forty-seven—twenty-four male departments, twenty-one female, and two colored schools—in which both sexes are taught together. The first term, for the year 1861, began on the first Monday of January and continued for the space of six weeks, ending on Friday, the 15th day of February. The register number of pupils, in the the male schools, was 6,685; in the female, 3,368; total, 10,053. The average attendance for the same period was, in the male schools, 4,214; female, 2,336; making a total of 6,550. For the corresponding term of 1860, there were registered 9,276, with an average attendance of 5,873. It will be seen that the attendance, for the first term of the present year, was somewhat larger than that for the corresponding term of 1860. The changes made in the By-Laws, with respect to the management of these schools, to which I shall hereafter refer, render it impossible for me to present a full statistical report, as I have been enabled to do in preceding years. There is now but one term, of eighteen weeks duration, commencing on the first Monday of October, and continuing for the period named, exclusive of the holidays which are provided for in the By-Laws. Notwithstanding this, I have ascertained that the average attendance, for so much of the term as has passed, is about 10,000, which is an increase of 1,500 over that of the second term of the year 1860. At the opening of the schools a larger number applied for admission than during any preceding year; so much so, that the average for the first week exceeded twelve thousand. Gradually this number became reduced, until, at the end of the tenth week, there was only an average of nine thousand and five hundred. One very great hindrance, in the way of the success of evening schools, is the irregularity of attendance.

This operates in such a manner that often a Teacher may have fifty or sixty pupils in the class on one night, and the next one, not over twenty-five, and even some of these new ones. What is the remedy? Some have proposed that there should be appointed persons, whose duty it should be to visit the parents and guardians of the truants, and if possible, in this manner correct the evil. That very many parents send their children to school, and suppose that they are engaged in their studies in the class-room, when in fact they are roaming the streets; mingling with the rude and the profane, is true; but, it is a question worthy of consideration, in the absence of a State truant law, whether the Board of Education should adopt the suggestion, and if it were to do so, whether it could thereby accomplish all the advantages claimed. At present the By-Laws do not make it incumbent upon the parent and guardian to make personal application for the admission of their children, and, therefore, the Teacher exercises his own discretion, and admits or not, as he may think proper. Again, there is nothing in the By-Laws respecting the age of the pupil applying for admission. The result is, that the want of stringent rules and regulations, with respect to these matters, is felt by all experienced Teachers to be a great evil, which needs to be corrected. At present, pupils go to one school and register their names and enter the classes assigned them; and, after a short time, for some real or imaginary cause, leave the school and enter another, only to remain until they can find it convenient to leave and again apply for admission somewhere else. To such our schools are of no benefit whatever, and their attendance for a brief period is an injury to the discipline and efficiency of the class.

Over three thousand pupils in the schools, during the present term, are under twelve years of age, and hundreds of them are under ten. Were these schools ever intended for such children? I think not. When, in the year 1847, the first six male schools were opened, no one could be admitted under the age of fourteen years, and then only upon the application of a parent or

guardian ; the number of pupils was not very large, but the schools were more efficient than now. Those entering did so in order to learn ; whereas now it may be questioned whether, from the various causes alluded to, one half make any perceptible advancement. Eighty per cent. of the entire number are pursuing studies of the primary grade, and a large proportion of these have attended for many terms, but neglecting to improve themselves during the summer months, return on the opening of school in the winter, again to go over the same ground. This is especially the case with the younger portion ; and, therefore, I have no hesitation in recommending that, in order to remedy these palpable evils, and promote the efficiency of the system, no child under twelve years of age should be admitted into our Evening Schools, and none under sixteen, without the personal application of their parents or guardians. I know that many would regard the exclusion of any now attending as harsh, and uncalled for ; but these persons, I believe, have not personally visited the schools, and made themselves familiar with their practical working, nor have they sufficiently considered the propriety of sending girls and boys of eight, nine, ten, and eleven years of age, after the duties of the day, into a crowded class-room, there to remain till nine or nine and a half o'clock. There are many physical and moral reasons which might be assigned why such children should not be suffered to become pupils. If children at that age, by the necessities of their parents, are deprived of the advantages of the day school, and are employed in some factory or store till night, then it is obvious to any reflective mind that they require repose ; their physical system demands it ; and if, instead of receiving it, they are sent to school, the future years of their lives will tell the story of the manifest injury which such violations of the physical law of their being have inflicted upon them. If we regard their moral welfare (and this certainly should not be carelessly passed by), we should not desire to see so many youths leaving home, and all its restraining influences, and going into the street to mingle with those whose years and

habits render them unfit companions. The criminal statistics exhibit the sad picture of the arrest and conviction of a large number of the youth of both sexes, many of whom are under twelve years of age ; in the streets they have been taught evil practices, and their characters have suffered material injury. Ought we not, therefore, to discountenance the admission of these children, whose attendance is so irregular, and who are thus exposed ? Besides all this, they make but little or no advancement in their studies, and at the commencement of the next term re-enter, to begin where they began the preceding term. Many parents remove their children from the day school, and keep them at home or suffer them to play in the streets, and then quiet their consciences, if they have any, by the reflection that their children can go to evening school. Some departments of the day schools have had serious inroads made upon them by this practice. I might urge other reasons why these changes would be beneficial, but will defer them till another time.

While I have felt it to be a duty thus to express myself with reference to some of the pupils, I would zealously guard against being misunderstood. Our Evening Schools constitute a portion of that great system of public instruction, originated and maintained by the enterprise and liberality of the citizens of this great city, and they have been successful in giving to thousands, during the years they have been in existence, the elements of a sound education. All the education that many have acquired has been gained in these schools, and those who have been benefited have, from a sense of gratitude, ever considered them as their benefactors. A careful regard for their usefulness, and the welfare of the rising generation, as well as a proper economy in the use of the public money, should enjoin upon us not to permit any to enter, except we have good reason to believe that they will be morally as well as intellectually benefited. This is the case generally with the three or four higher classes, whose advancement in their studies is all that could be reasonably expected ; these attend

as punctually as circumstances will admit, manifest an ardent desire to improve, and are very attentive to the instruction of their Teachers. The studies pursued by these are reading, spelling by dictation, definitions, grammar, geography, history, arithmetic, and writing. Although some of the specimens of penmanship were very superior, others, which I saw, convinced me that small children ought not to be permitted to waste books, but should be taught to form letters on the slate.

Since the By-Laws have been altered so that the Trustees of the several Wards have entire charge of the management of these schools, they have visited them more frequently than formerly. In some, very great care has evidently been manifested for the interests of the pupils, and the Officers have been very attentive; in other Wards some of the Trustees have scarcely been inside the buildings since their doors were opened to receive pupils. These schools should have the same care and attention, and be watched with the same earnest desire for their prosperity, as are the day schools. When this shall be thoroughly performed they will increase in usefulness and efficiency. It is gratifying to know that, under the present system, there has been, during the present year, a large reduction in the amount of the expenses incurred in their support, and if the improvements suggested be carried into effect, there will be a still greater reduction.

In my last annual report I recommended the establishment of Intermediate Schools, believing that they would accomplish the most beneficial results, and at the same time be attended with less expense than is now incurred in instructing the pupils of the lower classes of the Grammar Schools. I have not seen anything since to modify the views then presented; but, on the contrary, have been more convinced, by a careful examination of the subject, that they were correct; I, therefore, would again urge the consideration of this matter to the attention of the Committee on New Schools, and refer it to my last report for the reason assigned in favor of their establishment.

The hopes of the future depend upon the moral as well as the mental culture of the rising generation, and those whose duty it is to train the young should do so in view of the solemn and important responsibilities devolving upon them. If their conduct towards them be marked by kindness and love ; if they seek to develop and cultivate the affections, and thus open and prepare the heart for the reception of truth, then, indeed, may lessons of virtue be imparted which shall never be forgotten, but which will greatly tend to the formation of characters for usefulness in coming days. While vice and iniquity so greatly abound, and the love of virtue seems to be less cultivated than in former years, may our schools strive not only to ennoble the intellect and expand the mind, but also to cherish those sublime moral precepts which the great Creator gave to govern our conduct towards Him and each other, as well as to fit and prepare us to develop those noble qualities which dignify and adorn human nature.

Respectfully submitted.

WM. JONES,

Assistant Superintendent.

NEW-YORK, *December 31st*, 1861.

REPORT

OF

ASSISTANT SUPERINTENDENT S. W. SETON.

S. S. RANDALL, *City Superintendent of Schools* :

DEAR SIR:—I commenced visiting the schools of every grade on the 3d of September, 1861, at their re-assembling after the usual vacation; spending considerable time in many of the Primary Schools and Primary Departments, conferring with the teachers, and giving illustrations on the important subject of "Object Lessons," which you expressed an earnest desire should be strongly urged upon their attention. The same subject was also occasionally suggested to the Principals of the Grammar Schools, who, I am gratified to say, gave it a welcome and cordial response, expressing an opinion that the practice of it in some form in the Grammar Schools would be of advantage, especially with the lower classes, either as an occasional oral lecture, or applied in the class-rooms, in lessons calling for such illustrations. On the whole, I think the presentation of the subject has undoubtedly been serviceable, and every way worth the time spent upon it, so that we may look for fruits.

This method of teaching is that which should be, to a large extent, practised with the younger children who are so numerous in our schools, and who comprise the department I superintend. Yet here, where so urgently required, it is, from the youth and inexperience of the teachers, less likely to succeed, and calls for a system of normal training to facilitate

them in the required method. I have been disappointed, and sometimes even disheartened, to hear teachers really so uninformed of right methods of teaching, as to inquire, "Of what use is it?" But a ready illustration has happily removed their doubts, and, I trust, prompted the first feeble efforts on this plan of instruction, by leading them to collect objects as subjects of familiar conversation with their pupils. To their surprise they have awakened both in themselves and their scholars new energies, and have been soon convinced of the advantages of "Object Lessons," and their use in developing the opening faculties of even the youngest child.

It were well if we could thus break up the useless and barbarous practice of learning all their lessons by rote, and substitute the ease and pleasantness of a natural system of mental training for the repulsive tediousness of mechanical processes, so generally in use.

A great error in early education is a want of cultivation of the imagination. Objects serve this end, and it is sometimes very effectively done, even by well drawn pictures, if truthfully expressive of moral subjects; also by landscapes, and various objects of animated nature. A school-room adorned with only a few such, if tastefully and skilfully executed, would be of essential service for carrying out this desirable method of mental development by "Lessons on Objects." In the absence of such essential aid, the black-board and ready craft of the teacher's own hand might be substituted, which I have more than once urged and strongly recommended in my former reports. Imagination in its first element is conception by aid of the perceptive faculty. The idea arises from an object or image presented to the outward senses; the maturer development of the mental powers gives the mind the ability to combine ideas thus acquired in new forms, or as may be said, creations of our own. This power, by which the mind conceives ideas from objects, is strengthened to analyze their qualities, and stores it with ripened subjects for ready use whenever associations awaken their existence. Memory thus cultivated extends the discipline of imagination, and matures the mind.

Without entering into the complications of mental philosophy, these simple facts must be acknowledged : that a course of instruction, by sensible objects, is the only natural and right method of elementary instruction ; and upon such early lessons of the Primary Schools, if not anticipated and forestalled by maternal instruction of a right sort at home, depends the future *mind* of the child. It is for want of just such kind of instruction, at its first lessons and onwards, that so many come from schools, and even from universities and colleges, without knowledge or common sense, or, at least, with such a modicum of either as to preclude them from any usefulness in life. Thus our schools fail of their duty to the commonwealth, to train each child to be a scholar and a man, and all from the early neglect of that which only can be rightly called education—the due training of the physical powers, with right methods of mental and moral developments. See that bright-eyed urchin, yet in his first septenniad ! How his active mind struggles against the manacles of his teacher the first happy day he gets hold of his Pictorial Primer. Its well delineated objects are so life-like as to revive those lessons of real life, under the pleasant and never to be forgotten lessons of Dame Nature, on whose nurturing bosom he has hung with delight, and from whose lap he has had his first, and perhaps only right teaching. A single hour of silent communion with the pictorial beauties of his primer, has at once given more strength to intellect than the many previous lessons of his teacher ; that have, perhaps, only served to pervert, depress, and stultify the opening mind, ready to disclose its beauties under a right intellectual culture. But now his heart-boundings and mental travels in that direction are soon checked by the mechanical drudgery in learning to read and pronounce words, by spelling them with the name sound of the letters, drawling and hesitating at Bee-ay-tee, and stupefied with the inconsistent requirement to call it bat ! when he should recognize the word as an object, and be *told* to pronounce it at once, and so become familiar with it by the sense of

sound and sight ; and the more so when briefly told it is a flying mouse or flitter-mouse, and the curious economy by which it rests by day, hanging beneath the eaves of the barn, and flying forth at night to feed on insects, and rob the dairy of its cream. This may be done in a more effective and happy manner, by requiring him to pronounce the word, and then give the varied definition himself, by asking, " With what does a boy strike his ball ? " and further impress the idea by the imitative motion of its use, thus learning that word at least, and many more that might be treated in the same manner. A child would thus become familiar with its lessons, and the sense of the paragraphs he is learning to read ; and would learn to read them with proper emphasis, and natural tones and inflections, and with all this (and which is far better), would also be developing his mental faculties, and cultivating the imagination. Thus, instead of a vacant mind and moping manner, he would soon have a lively conception of objects when absent, and exercise duly his thinking faculties at all times, as every association calls up his daily lessons, for it is true that " the child is the father of the man." How different a position he may then take in the social compact.

Suitable pictures, representing cruelty to animals, lying, stealing, drunkenness, generosity, kindness, pity,—especially to the infirm, lame, and blind,—and respect and veneration to the aged, as object lessons, could be made to be an effective and happy means of the moral culture of the heart, and also to extend the bounds of mental knowledge. Then how different a being would the child become, thus practically trained to think, to feel, and to act.

All animated nature affords ennobling lessons, and deeply interesting in childhood, when nature seems to be its natural companion. From its first familiar wooings with the cat and dog, what lasting impressions may be made on the mind and heart, and what lessons of truth may be given, even from these objects, though so familiar to them ; and from the sheep, cow, and noble horse, especially when recognizing the gentle

hand and providence of God in their domestication, what gifts they are to man, and how peculiarly adapted to his purpose. Teachers should be sufficiently acquainted with the subject for this purpose, and supplied with some popularized treatise of Natural History for reference. What fidelity in the dog! How grateful is puss, and how cheerfully she expresses it (with all her character for slyness and treachery), by her gentle purr, when petted on the lap. How expressive her whining mew, by which she certainly intends an earnest petition for food. Models of domestic animals would be preferable to pictures, though either would serve a good purpose. Flowers and fruit, a dry branch, faded leaves, a few spears of wheat or oats, bound in a little sheaf: such emblems abound in the Scriptures as means of instruction by the prophets; and how affecting and expressive the rebuke of Jesus to his disciples for their pride and ambition, when He took a little child and set him in the midst! Such is the authority that enforces this interesting plan of teaching from objects.

In my incidental illustrations, at my late visits, I have used the letters of the alphabet, commending it as a good method of teaching it—bidding the pupil observe the straight lines, curved lines, oblique and parallel. Then naming the letter set before them, bid them tell me its name, and how I must make or form it. Of course, this will exercise the perceptive and comparative faculties, while the interrogatories exercise the reflective faculty. Here the mental process is interlocutory, and proceeds thus—looking at the letter (an object), the mind silently reflects:

“What is it?” “B.”

“What first?” “A vertical line, or straight line up and down.”

“What next?” “A curved line from the top to the middle, and another from there to the bottom.”

“Is that like it?” “Yes.”

“What letter is it?” “B.”

This would be the sure mental process silently going on

while teaching the letters themselves on a slate, at the dictation of the teachers, when the object had been presented, and named or dictated. By no other process could this be effected. The same process, only with more intensity of analysis, takes place, when required by the teacher to name the object, or letter, at dictation, and then to tell how it must be made or formed, by telling the teacher what kind of line to draw first, and what next, &c., on the black-board. How fertilizing to the mind, and how beautifully adapted is such a method, at this, the first step, and very threshold of learning! Here are all the best processes of mental development and training. Such was formerly a successful plan with the Abecedarians of the Public Schools, as part of a system of dictation, and which many teachers actually abandoned because of the trouble and mental effort, and that they did not "see the use of it." The same reasons I now have had offered for not giving "lessons on objects." During my agency with the Public School Society, there was no mission so often required of me as that of visiting the schools to enforce the excellent plan of "Dictation," and to show how to do it. In the early experience of the schools it was, perhaps, the only intellectual process of the system at first adopted—all else was mechanical and unproductive on the intellect, being mostly lessons mechanically rote. It was part of the methods of Lancaster and Bell, but suggested by the practice of the native schools, in India, writing their letters in the sand.

I once described to Mr. Lancaster, while visiting the schools here, the intellectual process of this method, which had been adopted into his system, probably from its effect as a manual drill. He was surprised and pleased, possibly never having before observed its effectiveness for mental development; thus, not quite understanding the philosophy of his own well-studied system, which is excellent for physical training and its manual drill, and highly promotive of submission to law and order, but which, by no means, required the aid of such severity of discipline as was used by him, and became, I

believe, a part of the practice of his system wherever adopted.* It may be here again observed, that it involves all the best processes of mental development, as applicable to any other subject of instruction. I trust its fitness, as here commended, may induce teachers to apply it to use, more especially with the youngest scholars at their very commencement, with the resolution, that whatever may be the toil required, it shall be pursued and diligently practised through every advanced lesson, and great shall be their reward.

I believe much of the discouragement of teachers arises from their mechanical and unintellectual methods of teaching. A piece of yarn, a string, rag, or piece of paper, a small stick, a shell, a piece of bark, [a pebble, picked from the floor, the teacher's desk, or at the school door, gave me ample material for lessons. Taking up a stick, I would say: "What is this?" Answer—"a stick." "What is a stick?" Here, if the mind had not been developed by right methods of teaching, they might repeat my words, being used only to rote by dictation. At other times they would hesitate. Then if I said, "A piece of what?" if taught only by rote, they would say, "A piece of what;" but, if mentally developed, would, with bright, thinking eyes, promptly say, "A piece of wood." I then said, "What is wood?—where do they get it from?" No answer. I said, "It is a piece of what?" They would then eagerly say, "A piece of tree," instead of a piece of what; then would follow a lively colloquy of cutting down trees (suited the action to the word), and what was an axe? which part was the helve? And if they did not know, I would be sure not to tell them; but, pursuing a more excellent way, making them find out by their own "gumption"—of which they would have but a small stock unless taught as I have here suggested. This example will illustrate my method—not directly, but indirectly—letting them think it out, by having their knowledge beget knowledge, by being

* The Society took every precaution, through by-laws and otherwise, to lessen and remove the evil of severity of discipline, and corporal punishment.

brought into use. Thus, if they failed to tell which part of the axe was called the helve, I would then put the question in this form, "Which part is made of wood?" "The handle," would be replied. Then they would, without hesitation, answer my question. I now repeated my question, purposely giving it another form, "What is a helve?" and they would readily say, "The handle of an axe;" and then, varying again its form, "What is the handle of an axe called?" "A helve." Then we talked of the body of the tree, calling it the trunk, or the thick part; and then of a box, which they knew was, called a case, and a lock-box or chest, and a covered chest, with leather, paper, &c., a trunk; and the elephant's lengthened nose, or proboscis, was a trunk—so that boys and girl had trunks, trees had trunks, and elephants had trunks. Here we stopped for exercise of another kind—physical—so needful, but so often deferred and so long neglected by teachers, while giving lessons. Then we spelt elephant and proboscis—for they delight in essaying hard things, and what child does not? even the very babe, in its first excursive creep toward the opened door, as it archly, with a smile and sparkling eye, bids good-by to watchful Ma, and, with all its might, tries to escape her affectionate speed. This is the being, and beautiful intelligence, whom teachers would cramp within their straitened limits, and stultify with spelling and reading lessons of only two and three-letter words. What is probos-cis and el-e-phant—but a succession of syllables, as of three-letter words? Now after discussing the habits of the elephant, and its use, how he drank with his proboscis, and used it as a hand, &c., I asked "What is his trunk?" "Long nose." "No—the hard word." They answered, "Proboscis," for they had not forgotten it. We then returned, and went into the woods again—saying, "What is wood?" "Pieces of tree." "What is woods?" "Trees." We then spoke of timber, growing wood, used for building, furniture, &c.—and timber was also the trunk, or body of trees cut down; and then I tried their intelligence by a significant motion, as if using the instrument for dividing timber into

boards (sawing)—saying, “What is it? is it an axe? a big knife?” still continuing the motion, the pupils all imitating, with great glee, and answering loudly, all as one, with strong emphasis, “A saw.”

In defining tree, and asking, “Is there any plant larger than a tree?” the answer is drawn from the mind, not deposited there by dictation. So of “Mouse.” Ask, “Is there any quadruped (four-footed animal) smaller?” Then ask the question, and the answer will be as promptly given. With one class, when asking “How boards were made,” and getting an answer (which had never been taught them) by imitating the motion of the instrument used, I then asked, “If cutting a piece of bread, what do you call it?” The ready answer was “A slice.” “And sawing a piece of timber into boards, what would you call it?” The answer would unfailingly be, “A slice of wood.” “And what is a slice of meat?” “Beef steak.” “Not always; there is pork steak,” &c.

In one case my colloquy was amusingly interrupted by a lad saying *slabs*, instead of *boards*. I said, “Was there bark on them?” “Yes.” “What, *all* the slices?” “No, sir; the outside ones.” “Then what shall we call the others, without bark?” “Boards.” “What is a thick slice of *bread* called?” “A hunk.” “And what a thick slice of wood?” There would generally be some one to answer, “A plank.” Such prompting I always esteemed to be far better than the dictation of the teacher, for it shows thought and attention on the part of the pupil, and awakes many to effort, while it keeps up the attention, the want of which is a great deficiency in our schools. The lad who spoke of the slabs had been in a lumber yard, and learned the fact there, showing how apt and lasting are even incidental lessons, and home and street lessons from objects.

We were thus led to talk of a slice of stone as being also a slab; and how those slabs (if limestone), when polished, by being rubbed together, were called marble. A piece of limestone was at hand, as an object for inspection, to illustrate

the lesson. Now again was a suitable time for physical exercise ; so we imitated the significant motion of cutting down trees, squaring them into timber, sawing it into boards, cutting blocks of marble (calcareous stone) from the quarry, sawing them into slabs, then polishing them for ornamental marble. In the midst of their exciting exercise, while imitating the sawing of boards, I asked, quickly : “ What are the outside slices called ? ” They remembered well the incidental lesson from the sawyer’s little boy—answering my intruding question quickly, and with animated earnestness. “ Object lessons ” give life and energy to mind, and are not soon forgotten. Why, then, will sensible teachers *toil* so hard and so uselessly to convey words without knowledge, storing memory by senseless repetitions, while by objects and ideas they may draw thence, by gradual development, thoughts that are maturing every day, and thus all the time strengthen the intellect.

A pen-holder from the inkstand was a novelty. It was the spine or quill of a poreupine. Much interest was here excited, and a fixed attention given, while I was describing the animal and its habits ; that when lying on the ground, rolled up, like a chesnut in its prickly burr, and it is likely to be attacked, it raises up its quills, so that the strongest animal could not harm it (having no power to throw or dart its spines) ; but that they themselves would be torn and hurt, and thus find out that they had better have let it alone, for then it was harmless. They smiled now as I paused to tell them, “ So are intoxicating drinks ; they, like the poreupine, will not hurt you if you *let them alone*. The porcupine, when not angry or fretted, looks harmless and beautiful, with its shining and parded quills of brown and white, sharper than thorns, lying in a slope down the back, all so meckly, as it waddles along among the forest trees and wild-wood flowers.” Here a moral might be drawn, even though in homely phrase—and sometimes all the better for that. For example : the naughty, fretful ones, when with angry passions their fingers scratch

and tear, might be compared to the fretted porcupine that has raised its spines and points them in battle array. Could every child hear this similitude and say, "It is not me?" Would not, rather, "the quills upon the fretful porcupine" remind them of their own angry passions, and often bring to remembrance their naughty deeds? This would especially be the case if just here they should stop and sing the well adapted ballad from childhood's lyrist—the inimitable Watts. I give it here just for that purpose :

AGAINST ANGER AND FIGHTING.

I.

Let dogs delight to bark and bite,
For God hath made them so ;
Let bears and lions growl and fight,
For 'tis their nature, too.

II.

But children, you should never let
Your angry passions rise ;
Your little hands were never made
To tear each other's eyes.

III.

Let love through all your actions run,
And all your words be mild ;
Live like the blessed virgin's Son,
That sweet and holy child !

IV.

His soul was gentle as a lamb,
And as his stature grew,
He grew in favor both with man
And God, His Father, too.

Singing excites the mind and renders it more impressible to the lessons of truth thus taught, especially if the sentiments are adapted to it ; for then, from association, it will often bring the subject up to memory, and renew the image or thought then and thus impressed.

Had a porcupine been drawn on the black-board, or a pic-

ture of it presented, the facts, as well as the moral drawn from the similitude, would be further impressed on the mind ; but I had only a single spine in a pen-holder, yet doubtless, by the aid of that, fastened some of the truths of this brief incidental lesson, “as a nail in a sure place.”

The following illustration seemed at the time so convincing, and was, as I thought, so good an example of this better method of teaching, that it is therefore repeated here :—

Taking the leaves or colored petals of a flower from the desk (it was a dahlia), I asked, “What is this?” How interestingly every eye then peered to try and see what it was ! The answer was, “A flower.” I said, “No, not a flower.” I then showed the flower, asking what it was, and received the same answer ; then again holding up the broken petals, they said they were leaves. This required thought, and the exercise of comparison. Then asking them, “What is a flower?” and spelling it, none could tell. The usual way of acquiring this knowledge, and the shortest cut to secure it in memory, would perhaps be to dictate, and repeat, perhaps a dozen times, “Flower, a blossom ; flower, a blossom,” &c. ; but if so, after the first or second repetition the words were only sounds, mechanically given, without meaning, and so rote. Taking a few of the petals, I said again, “What are these?” They answered, “Leaves.” Then the flower, saying, “What is this?” One feeble voice said, faintly and shyly, “A rose.” “Yes, a rose is a flower ; but all flowers are not roses.” All seemed now to be thinking. I bid the teacher notice, that I would now make them know and understand what a flower was, and tell me the definition, without at all dictating it to them, nor repeating. I then said, “All look at me ; and now, all say after me what I speak : ‘In the spring of the year, when the sun is warm, and the ground made soft with the rain, all the trees and plants—they blossom.’ ” Every eye was intelligent with thought, revolving the images presented—the bright warm sun, and the soft and gentle rains, followed by blooming flowers—of all these they were thinking, and nothing else, for

they carefully, correctly, and with seeming interest, repeated what I said. Two important points had been attained—thought, and fixed attention. I interrogated, “What happens to the trees and plants, in the spring of the year, when the sun is bright and warm, and the ground—.” Some here seemed to be impatient, for they had the answer ready. But the slower process was preferable and needful to mature thought. Then the question completed, all answered earnestly and energetically as one—“They blossom!” I paused; then holding up the petals or flower leaves, they called them “Leaves.” Then I presented the full blown flower, and they plainly and audibly replied (not a voice was wanting), and seemingly with delight, “A blossom!” I said, in encouraging tones (with the rising inflection), “I did not tell you, but you found it out of yourselves!” Every eye brightened with pleasure, for it was a triumph—a very victory; and they felt it to be so, and were gladdened to have it thus noticed. By this single and simple lesson of a few words how much was effected—how thought was started—what an impulse was given, and what real pleasure bestowed by this manner of conveying knowledge! It was new and pleasurable; and now all was animation, and a seeming air of intelligence—all attentive and ready to learn in the new way. The teacher and the scholar had discovered that mental exercise was as needful as physical. Picking up, then, a variety of small objects around, I rapidly interrogated, and they responded promptly and with earnestness and animation, though not always correctly. The minds of these pupils were partially developed, though beginning to be dimmed by the evil practice of rote. But now, from this lively and impressive scene, “a thing of life,” a new era of progress may, perhaps, have begun by daily lessons on objects.

The difference of these methods of teaching was so evident, that the teacher could but resolve to adopt at once such an efficient mode of instruction.

Pictures, speaking pictures, in primers, and on the walls of the school-room, we thus see, may be made very profitable

helps in elementary instruction. But with the little ones, pictures daily on the black-board, even of a single object at a time, together with lessons on objects around them, and such natural and artificial objects as may be easily collected, are the all-essential aliment of mind, the daily food it asks for to develop its growth. These silent objects have often a speaking emphasis, louder than the teacher's voice, and sometimes better understood. Therefore, bring pictures—bring pictures! even though they only silently speak to the eye; for it is a natural language not to be forgotten. Reflection, and the reasoning faculties, will always be awakened by the use of these, and other objects. For instance: draw a shoe on the black-board—how very familiar the object—but what attention even such a picture claims, and even before it is finished; then ask, “What is a shoe?” There may be no answer; if any, it may be one of the class may say: “Leather.” The reply might then be, “I did not ask what it was made from, but ‘What is a shoe?’”—“What do you do with it?” “Put it on,” may be the answer. I would say, “Wear it—that would be a better answer.” “What do shoes cover?” “The feet.” “What then are shoes?” “The covering of the feet.” “So are stockings; but which are inside?” “Stockings.” “Then, what are shoes?” “The outside covering of the feet.” “And stockings?” “The inside covering of the feet.” These definitions are thus drawn from the mind, not put into it mechanically by mere memorizing.

All this may be thought too painstaking and minute, and it may be said, not worth the time given to it. It might be, if all that was to be obtained was the definition of shoe. But what rare exercise has been given to the mind by this little colloquy. Thought has been stirred, and ideas fixed and secured, to apply to other objects by inference. The mind has been in process of development, and in a measure, however small, invigorated. Besides, if at leisure, or at another opportunity, on reviewing the same lesson, the subject of leather might be enlarged upon, as the prepared skin of

quadrupeds. A piece of hide or skin with the hair on, or a piece of leather, should be used to illustrate. The whitewashed walls or the ceiling would present lime, to remind of lime-water, to loosen the hair from the hide. A piece of bark would explain the tan, or broken and ground bark, to steep in water to obtain the tannin,* or juice in which the hide is laid till tanned. Next to the tanner is the currier, to soften and prepare it for use. All this would convey stores of knowledge, and be a source of interest and pleasure. The use of the hair, in mortar, to furnish plaster for the walls and ceilings, might lead to inquire of the use of other kinds of hair. A dust-brush, for instance, would be at hand to illustrate the use of bristles, the stiff hair on the backs of swine. It would of course be shown here how bristles are used to sew leather, in making shoes; how fastened in a thread, which waxed, was the shoemaker's waxed-end, to pass through holes pierced with the awl, in closing the seams in making shoes.

A few familiar conversations, after the foregoing manner, would much extend mental knowledge, while still the teacher's ingenuity may be tasked in drawing from it, too, a most profitable moral lesson. Habit and brief study from day to day, would soon fit the teacher for this valuable purpose. What moral impressions might be made by starting an inquiry into the history of a child's worn-out shoe. Wherever the little feet went there went the shoe; at home or abroad, to church, or to school; sometimes in crooked, and again in straight paths of goodness and obedience; sometimes on faithful errands of usefulness, bearing love's light burdens for mother, and again too often, like the stray sheep, wandering from home in forbidden paths of idleness and vice. How aptly personal might be such a lesson by direct interrogation, thus setting home the moral to the heart and conscience of each. This would make the usefulness of the lesson complete, and would fully recompense the toil and time bestowed on lessons thus made profitable and useful. The subject of "Common Things" comprises the knowledge of things around us, or in common use. We first

* Tannic Acid.

learn their names, then their forms, their use, their quality. Common things are, in a word, sensible objects ; and surely teaching the knowledge of them may be called sensible instruction. Knowledge, as thus acquired, is, mentally, conception—knowledge taken, and *retained*. Such forms the richest stores of memory. All else, mechanically acquired, may be lost, while this remains a “perpetual possession.” Children, if not rightly trained at first, seem to have “eyes, and no eyes.” They must be trained to the valuable habits of attention and observation, so necessary for the due acquirement of knowledge.

Attention, I have said, must be first acquired, mechanically, by teaching to look, and by the eye training the pupil to imitate the varied motions for physical training,—continually changing, on purpose to induce a habit of watchfulness and attention by the eye. This habit of *looking* having been acquired and secured, they will soon be led not only to see—“perceive by the eye”—but to perceive by the understanding, by observing, by thought—and pausing to acquire ideas by closer inspection. A mistake is here sometimes serviceable ; it leads to closer examination, and impels to vigilance. Children are naturally observers, and need only to be trained to a right use of observation in acquiring knowledge, by lessons on objects. Memory records not only the image, but the impression made by it on the mind. *Holbrook's Geometrical Chart and Drawing Book*, and *Geometrical Solids*, and the *Numerical Frame*, are among the best requisites for the purposes of mental development.

It may be thought I have enlarged too much on this interesting and important subject. But it is all so practical and suggestive to the teacher, and being a record of actual lessons of practice, it may give clearer views of the method than the essays from books. In some cases I have combined several lessons in one, so as to connect the subjects, in others they are given as they occurred at the several schools. In conference with a Principal who seemed greatly interested in the subject,

she being called to the class-room, I, in the interim, sketched for her a synopsis of an exercise, and afterwards wrote it out, and as it includes some other features of this method of instruction, it may be useful in connection with the foregoing.

OBJECT LESSONS.

Objects are the things we see, or sensible objects, so called because perceived by the outward senses. Having seen a bird and heard it sing, we have an image of it without seeing it, recalled by memory. This is by hearing; and we have perception of the reality of a rose by its fragrance, without the sense of seeing—a stone or cushion by the touch only, with the eyes closed. The outward senses may be schooled and greatly strengthened and improved by exercise—testing them by the perceptive and comparative faculties. The senses are thus rendered the more acute and accurate. Listen with the eyes closed and distinguish objects by the ear; note the ring of different metals, strike a board, the table, a card, an elastic ball, one of yarn; and also glass, tin, and iron. Measure distance by an inch or foot rule, and thus accustom the eye to measure distances of length and height at sight. Comparing the weight of objects has more of difficulty, and is not so useful; yet, in any way, this requisition on the comparative faculty tends to strengthen the mental powers, aids in the development of mind, and should have its appropriate place in intellectual training. All these things, or sensible objects, become objects of perception when the mental faculties present them to thought. If we know their names, then we think in words. The thought of a rose brings the remembrance of its fragrance; of sugar, its sweetness. The senses aid each other. Thus we see how the mental faculties are developed through the outward senses by sensible objects. Hence the importance of objective teaching, and it is the more so because it is a natural system. It is the first process of nature, the guiding of reason, the leadings of Divine Providence in the economy of human life; and as the infant mind is thus developed, the

first lessons of the Primary School should be object lessons. Here is one :

OBJECT LESSON.—BREAD.

Reflections.—What more common than bread, and the knife that cuts it, and the plate on which it is served ? Yet, how many have passed from the school-room forever without any other knowledge of them than their names and their uses ? Should not the teacher lead the pupil to compare the raw material with the finished product, and to know the manifold processes by which it has been prepared for his convenience and good ? The plant from the germinating seed—"first, the ear, then the blade, then the full corn in the ear," and its preparation into proper nutriment ? The refining of iron ore, and the hardening of it into steel for the purpose of cutlery ? The manufacture of silica into glass, and alumina into China ware ? Shall not the child be taught once to think and perceive how the Divine house-holder has stored the one in the closets of the earth, and the other, with its farina, in the capsule ; and thus be aided in the discovery that this is the benevolent design of the Creator, who has thus, in His beneficence, constituted the economy of life for the blessing of humanity ? Or shall the child himself remain unwisely a raw material, as ore dug up and thrown on the earth, only for encumbrance ?

FIRST LESSON ON BREAD.

The pupils are assembled in the class-room, after lunch. The teacher, perhaps, eating a piece of bread ; she holds up a fragment, saying, who knows, who can tell me what I have in my hand ? Receiving their answer, the teacher continues, "Is that its name ?" "What kind of bread is it ?" "What other kinds of bread are there ?" "Rye bread." T. "Yes—in the Bible we are also told of five barley loaves—bread of barley. I will tell you the names of some others ; repeat them after me—ship bread, large hard crackers, eaten by sailors and sol-

diers; pilot bread, which is finer; water crackers, butter crackers, crackers made with butter and without, and with water only." (The class will remember other kinds, and like to talk about them.) T. "All food is called bread; do you remember how God said to Adam: 'by the sweat of thy brow thou shalt eat thy bread.' That means food; and you know when Jesus taught His disciples to pray, He said: 'Say Our Father, give us this day our daily bread.' That is, our daily portion of food. Now, let us talk about bread. Where does it come from? Does it grow out of the ground? What is it made of?" "Flour." "Yes, that is right; but what is flour?" "Ground grain." "Where do they grind it?" "In the mill." "Yes, and a mill is a machine for grinding. What is a mill?" T. (drawing a spire of wheat from among a few tied together as a sheaf), says: "This is wheat. Wheat grows out of the ground, and is vegetable. What do we call that which grows out of the ground? Is an apple a vegetable substance? Are trees vegetables? Currant bushes, cabbages, beets and potatoes? These last three are called esculent, or edible vegetables, such as are eatable, or which we eat." (Holding the spire of wheat.) "What is this?" "Wheat." T. "John, you may stand up; now I will tell John about this, and you may tell me what I told John, when I ask you."

T. "John, This is a spire or spear of wheat, so called because it is sharp or pointed. What is it?" "A spear of wheat." "Why is it called so?" "Because it is sharp." The teacher asks the class the same question, and they will promptly answer, for the object fixes their attention, and leads to thought.

T. (to John) "That is called the ear or head of wheat. It is bearded. See those sharp points, like stiff hairs; they look like those from which they make brushes. Who can tell what such hairs are called? They are bristles. (To all the class.) What are they called?"

T. "Listen; I will tell John where they grow. John, they grow on the backs of hogs. Who can tell me who uses

them to sew shoes? You may all answer that." They will, of course, say, "The shoemaker."

T. "A thread with a bristle is called a waxed-end. What is such a strong thread called?"

The teacher rubs out the seed and crumbles the chaff, which falls to the floor. "There, John, hold those *seeds*; that is grain; all the seeds we eat are called grain. They are called so because very small. Sand is very small grains. A very little of any thing is called a grain. We may hear children sometimes say, 'He was so stingy he would not give me a grain of his cake.' Grain is small seeds that we eat. What is grain? Now, you may all tell me the names of the different sorts of grain." (Those they fail to mention the teacher will supply.) They perhaps may say, "Wheat, rye, oats, buckwheat." (T. "Barley.") "Indian corn." T. "Indian corn is called maize" (talking to John.) Now, ask John the other name for Indian corn." (John tells them.) T. "What did he say it is called?" "Maize. T. "When Indian corn is ground is it called flour?" T. "Yes—that is right; it is Indian meal." "And ground oats?" "Oatmeal." T. "And we sometimes say buckwheat meal. There is one more. What is the little white grain called?" "Rice." "With what grain do we feed the chickens?" They will surely say, "Corn."

T. (to the class.) "I want John to give me that which he has in his hand. What shall I ask him for?" "Yes, that is right." T. "John, give me that grain. What kind of grain is it? Now, I want all of you to tell me what I told John." (If they fail, John tells; if John fails, then the teacher will tell.)

T. "What is bread made from? What are all things that grow out of the ground called? Are trees and bushes vegetables? What kind of vegetables are potatoes, beets, turnips, and cabbage? What does edible mean?" T. (holding up the spire) "What is this? Why? (touching the ear or head), and his? and what is this so sharp, like stiff hairs—like bristles?"

What are bristles? What do they do with them? What did I give John? What is grain? Why is it so called? Do we eat pumpkin seeds? flower seeds? cherry pits? the stones of plums? the seeds of grapes?" "No." "Then, are they grains? Now, tell me the names of the grains. When they grind grain, what do they call it? Is that what bread is made from? Which grain, when ground, is called meal? Now, Mary may stand up, and I will tell her more about the grain. Then I will ask you about what I tell her."

T. "Mary, that in which the grain grows is the husk, or seed vessel; without the grains it is called chaff. Show me where it is (on the floor.) It holds the seed, and is also called the pericarp, or that which is around the fruit or seed. See how easily the stalk bends, Mary; the stalk of grain is called straw. What is it called?" T. (to all.) "Who can tell what the part left in the ground is called, after the grain is cut? I will tell you. It is stubble. And when a tree is cut down, what is left? Every one will say, 'the stump.' Now, William will stand up. Listen to what I tell him, and answer my questions."

Holding up the little sheaf, the teacher says, "A great many spears of grain tied in a bunch make a sheaf, and a great many sheaves a shock. When the farmers want to get the grain, they untie the sheaves, and lay them on the barn floor. Then they take two sticks, tied together at one end with a leather thong or string, and beat out the grain with it. It is called a flail. They sometimes thresh grain with a machine. Tell me, William, how they do it? Now you may all tell me."

T. "They separate the grain from the chaff by winnowing it. To winnow, is to separate the chaff from the wheat. It is done by putting it in a straw basket called a fan, and throwing it up. It is tossed up in the air. The grain is heavy, and the chaff is light. Who can tell which stays in the basket or fan?" Every voice will now eagerly answer "The grain!" "And why does the chaff blow away?" Some will say it is light, and perhaps others will say, the grain is heavy.

The whole class may now be questioned as before, and the answers will be given mostly from inference, and by exercise of the reflective faculty, which will do them an hundred-fold more of good than a thousand reiterations of the facts, while the teacher will have by this time discovered that all through the lesson the process has been inductive, and knowledge has not been poured into the mind, but educed from it, and this is education.

The presentation of objects, the interrogations, and the social intercourse, have exercised the various powers and faculties of mind. There is life and vigor, instead of listlessness and tedium. The seeds of knowledge have been sown on good ground, prepared by the exercise of thought, and will bear fruit—it is already secured. The teacher may now go on in other lessons about bread; to tell of the barm, or yeast (the froth of beer), used as leaven; of the salt as a mineral, used for seasoning, or giving a good taste to food. How with it, together with motion, the great ocean is, by the goodness of God, kept from corruption. How it is procured from sea-water by boiling (evaporation), because salt is in it. Then, there is the oven, the place where bread is baked, and the baker, the one that makes and bakes it, &c. Thus may the teacher talk of the old piece of bread till it is stale and hard as a rock; but the lessons will not be hard, neither will the subject stale, but be always fresh, and be indeed bread, and not stone, as aliment for the opening mind.

The foregoing enlarged considerations of this subject must urge strongly upon the teacher's attention the advantages and actual necessity of a diligent, extended, and practical use of the frame and balls for instruction in the elementary steps of arithmetic; for all notion of number must, of necessity, be through objects, as it is a collection or increase of objects, technically expressed as a collection of units. The very word calculate (from *calculus*, a pebble or little stone,) is significant of the necessity of the use of objects in demonstrating its elementary steps. Indeed, the science of numbers, more than any other, re-

quires sensible objects for its illustration. Calculating cannot be understood by mere figuring, any more than geometry can be learned by mere shapes. The one requires to be shown by objects, and thus investigated; the other, by measuring the extent of its lines, by the use of the scale and compasses. The written language of numbers is figures—its spoken language, to the eye, objects. Figures are mere illustrations, representing number; objects are facts, truly presenting unity and plurality. From the frequent neglect of this important subject in the Primary Schools, and the evils resulting from it, I cannot too urgently enforce the fact, that there can be no clear and intelligent knowledge of number without the use of the Numeral Frames, or objects used in some way for the same purpose.

In the course of my recent visits, I was present at the reception of a pupil from the lower division of another Grammar School, he having also been previously promoted from a Primary School. The teacher was most sensibly engaged in examining the noviciate in numbers, by the Numeral Frame; the results showed sadly the neglect of a right method of elementary instruction on this subject. The attempt of the pupil to add the line of seven balls, and then subtract them, was an entire failure. His success in addition, by irregular and high combinations, was, of course, slow and embarrassed. Had a right course been pursued with him in his elementary instructions in arithmetic, in the Primary School—or, if neglected there, then by his teacher in the Grammar School—facts would have been so fixed in his mind as to make him intelligent and ready on the subject presented him, in so plain and simple a form. Using the balls, and illustrating the place of tens, and the excess over tens, to the eye itself, renders the subject too familiar to be forgotten; and the pupil is enabled to add any combination of figures rapidly and *silently*, without the slow process of naming each separate amount, as adding it to the succeeding sums, and with the hindrance, too, of counting of fingers; the very practice of which speaks loudly of

the necessity of initiation to number by the balls of the frame, to avoid the ultimate necessity of counting *digits* as *objects*, instead of adding them by *their signs*, the figures themselves.

For the whole of this subject I refer teachers to my annual report of last year. They will there see that the simplest elementary process of the frame, that of applying number by objects to figures that represent it, is so very easy as greatly to encourage the learner in mental effort. The pleasing discovery that number may be compendiously expressed by conventional signs, called figures, and that it is capable thus, by abstraction, of extensive combinations, and they to understand it, is a fact, to the young pupil as pleasing and interesting as it is important. How can teachers, then, lose this advantage by an entire neglect of using the balls, as I find is yet often the case in the schools? In the instructions referred to, they will there also notice, that using the balls vertically, from top to bottom, on the wires of the frame, leaving vacant wires for the ciphers, becomes an easy introduction to the power of numbers. The apparatus, by this method, may be used to an extent that would prove a wholesome discipline of the mind, opening the way to the use of mental arithmetic. The periodic places in enumeration may also be thus sensibly presented, in every varied form, so that pupils, by a little practice, will be enabled to call them at sight, and then as easily to read figures.

The mental effort required in the application of such illustrations accustoms the mind to mental abstraction, and proves a due preparation for notation and enumeration on both the slate and black-board, as well as the important step of mental arithmetic. Those taught without the use of the balls are not only taught with more difficulty, but can never read figures so well at sight, but require the aid of the initial letter of the name of the period over it, besides the naming successively of the periodic places, and the actual dot between the periods, and even then are often at a loss to read the summing up of operations in addition. They sometimes cannot name the higher

periodic places without first going back to the units, tens, hundreds—proving, even should they succeed, that pupils may be well trained in working rules without at all understanding principles. There is no failure when taught number by objects, as far as needful. Arithmetic, taught by figuring only, and by saying the addition table *seriatim*, is very much like roteing in other things, and can but have the same unfortunate issues. Yet, in view of all these certainties and advantages, teachers still tell me they have tried it, and given it up because it seemed silly, wasted time, and was not worth the trouble. I trust that now, by the favorable introduction of the practice of Lessons on Objects, which is becoming more general, they will be convinced of the necessity of applying it to number, and by such practical steps secure the future certain and proficient advancement of their pupils in so important a branch of instruction as arithmetic.

That oldest of books—the book of Nature—outspreads its pages, ever inviting the observant eye of childhood, who soon feels the prompting impulse to ask, “What is this?—what is it for?” “The immortality that stirs within us” urges thus to hunger and thirst after knowledge—it is the natural appetite of mind. Teachers should be ready to satisfy these desires—to give them the knowledge of things around them. This, we see by the foregoing strictures, is best done by social intercourse, asking and answering questions about objects, and by the use of the powers of mind, as developed by such intercourse. The parent’s and the teacher’s smiles and frowns, their words and actions, give the first impress to the moral features of the heart. Then it is that the guiding sympathies of love should lead to truth and virtue. How great is their responsibility, more especially at the important period of the first septenniad. This moral guardianship is well provided for in the provisional arrangements of education among the Germans, by “the Kinder-Garten,” or nursery school for young children. It presents a natural system of mental, moral, and physical development, adapted to every varying step of elemen-

tary instruction. How important is the inquiry, "Where shall education begin?" From the mother's lap! Then the mother's smiles, with soothing tones, and frown of reproof, fondling caresses, and the gently guiding hand, says, with powerful force, "This is the way;" and is as expressively and earnestly answered by the tender object of its care, ere yet a vocabulary is learned; thus taught by Nature's impressive language—mute but intelligible—trained, disciplined, and won to sweet obedience, to quiet patience, and forgiving love. This is right education, and at the right time. It is as it were that—

—— "Tide in the affairs of men,
Which neglected, all the voyage of life
Is bound in shallows and in miseries."

To the less fortunate, the teacher must diligently and with more urgent care supply the loss of mental, moral, and physical development. Thus guided and watched over, how many obstacles and hindrances, how many stumbling-blocks are moved from the future path of education in wisdom's fruitful field, if rightly cultivated; whose ways may thus be made, as inspiration declares them, to be "pleasantness, and her paths peace." No tasking till after the sixth year; intelligent reading may be begun in the "Kinder-Garten," where the young and tender plant has been taught to shoot its bud and blade only with natural progress—spreading abroad a well prepared soil for future seed, by instruction and the moral feelings of the heart being brought into action. Would that our schools were always such asylums for neglected ignorance.

To this right cultivation, at this early period of life, are we indebted, either for the beginning of a development of happiness for such pupils, or, by its neglect, a shipwreck of better hopes, and a lamentable mutilation of mind. When shall the friends of education be gratified by finding more of the teachers of our preparatory schools faithfully and diligently employed, as they should be, in preparing the soil, not forcing the fruits; laying a foundation, instead of raising the superstructure?

Theirs be the office to make the tree good, then the future fruits will not disappoint the cultivator in quantum or in quality. Let them attempt less and they will do more. Be it their humble task to nurse and cherish into growth, rather than to gird and strengthen, and truly they shall not lose their reward. They may be sure that every high aim of education will be frustrated without their humble efforts ; and with them everything will be gained.

So long ago as 1826, my early attention was called to this intellectual method of instruction. My visits then to the schools were seasons of unusual interest—having with me, at different times, articles of apparatus for illustrating elementary steps ; sometimes letters on single cards, for forming words, then a gonigraph, for showing the shapes of things, and a little five inch globe, in its rough shagreen case. This “ little world,” as the children called it, was a source of continual delight, to see it roll on the table, and then on its axis, within its case, showing sunrise and sunset ; then, by its lines, hot and cold countries ; where were the lions and tigers, horses and cows ; where pleasant spices were found ; where plums and apples grew ; oranges, pine-apples, the dates, and bananas, and other tropical fruits ; then the places where it never snows, &c., till familiar with these and much more ; and, although the “ little world” did not give them quite a world of knowledge, it filled them with new thoughts, and then gave them the facility to express them, and so performed an important office in their mental development. To my regret, I see many such in the schools, but never used. Could the teachers take these suggestive thoughts and make their little globes perform the same office, to what benefit might such “ little worlds” be used, that are now quiet and mute on their shelves. But the life of the “ Kinder-Garten” is its little moral songs for the heart, and games for their physical training. In the spirit of this benign institution I then prepared for their use songs, and arranged pastimes, which are still continually in demand among the schools ; for which reason I thought they

might, in connection with this subject, be acceptable here, though they aspire to nothing but rhyme, and by graver readers may be thought too puerile, yet they will compare, indeed, favorably, with the studied nonsense and vulgar phrases of the ballads and games of children, heard daily by teachers and parents in the play-ground, parlors, and nurseries, without once finding fault with their trifling and improper character. The importance of guarding against this, and the necessity of supplying suitable songs for childhood, may be illustrated by the following interesting facts : During the sweep of pestilence, in 1832, which closed for a whole summer the schools, and the homes of the poor of this city, many were scattered never to return, and beyond the reach of the unbought privileges they had till then enjoyed. On an excursion, a few years afterwards, along the shores of New-Jersey, a rude shanty by the roadside afforded me a temporary rest ; a joyous gang of gipsy children sent up their jocund shouts from the creek hard by, where, in their father's fisher-boat, they were making a mimic voyage. Their mirth was for a moment saddening to my heart, while I thought of their destitution. On expressing my regrets to the parent, and sympathizing in their neglected state, she, with touching expressions of gratitude, told of their former privileges at the hands of guardian friends, before they fled from the city ; then she spoke with a mother's pride of their ready advancement, saying with a sigh—" But they have forgotten it all." " Oh, no," she said, as she recalled her thoughts, " there is something they will *never forget*—and you shall hear ;" then, with a sort of bird-call whistle, she caught their attention, and the little flock came like trooping doves to their cote, and when asked to " sing their school songs," they sat in rows of two and three, as habit had taught them at school, and then sang sweetly a variety of well-remembered songs : an evening hymn of praise, then a practical song on neatness, " The Cleanly Rule," and the sewing song, with motions, " A Stitch in Time," closing with a sweetly plaintive song on " The Resurrection." They were all

from those I had prepared for the schools. I still have the manuscript, labelled "Moral Songs," with the motto from the amiable Addison—

"Nothing which, dying, I would wish to blot."

I turned from the scene made wiser by the touching event—rejoicing for the songs of the infant minstrels, and with a tear of sympathy for their destitution, I summed up my reflections in saying—"how important it is that children sing at school, and how important it is *what* they sing;" and since, when I have observed the glaring impropriety of singing love songs and war songs in the school-room, and many a frivolous ditty, because the tune is a good one, I have thought of the mother's expression, "There is something they will *never forget*!" Let the teacher, too, remember it well. "There is something they will never forget!"

MR. AN' PER S'AND.

The Alphabetical Pastime.

This exercise is performed by twenty-six children, each representing a letter of the alphabet, which is tied on the waist; one represents &—called "*And per se and*"—as being appended to the alphabet, but not belonging to it, and, therefore, designated *per se* (by itself.) The merriment of this pastime turns upon the endeavor of *An' per s'and* to take precedence of Z, and so get fairly into the alphabet, and his disappointment in being compelled, by the common consent of the letters, to be content to remain at last as an *appendage*, at a respectable distance.

I.

(*Air slow.*)

Here are letters, one—two—three;
Look up and you will see—
Look up and you will see
Our A—B and C!

One as a leader, with a pointer, directs their movements.

While the foregoing verse is sung the three letters move from the row and are lead to the opposite side—there forming in one line. In like manner each letter moves in turn, guided by the leader.

I I .

Here are one, two, three, and more,
With their letters all before—
And sure you will agree
It is D—E—F—G !

I I I .

Now another set are here—
How pretty they appear ;
Make haste and clear the way
For H—I—J and K !

The music now changes to a *quicker* air, while the following divisions, instead of marching, skip to their places :

I V .

What letters now are they,
That are jumping up so gay ?
Now skipping, there they go—
It is L—M—N—O !

V .

Now you can do no less,
Mr. P—Q—R—S ;
To that we will say yes,
Little p—q—r—s !

V I .

And, so I think must we,
With our T—U and V ;
So, skipping, here are we,
Little t—u and v !

V I I .

And we shall be to blame,
If we do not do the same ;
So, skipping, here you see
W—X—Y—Z !

The letters being now formed in a row, the leader points to each as the letters are sung. *An' per s'and* (&), during

the foregoing exercises, has been hid behind the letters; he now appears,—crooked, and arms akimbo, with the character (&) conspicuous on his back,—cautiously passing through the ranks of the letters, he stands near Z, when they all, with glee, make a significant motion (pointing) and shouting—

VIII.

O, there's Mr. An' per s'and—
Go take him by the hand—
Ah! how do you do,
Mr. AND PER SE AND?

At this verse Z takes him by the hand, with a hearty shake, then pushes him at a distance. An' per s'and now endeavors to take a place among the letters, but is seized by Z, who takes him skipping through the ranks of the alphabet, space being left between the letters, they singing—

IX.

Let us skip the letters though,
From A to W—
And then we will come by
Little x and little y.

Here Z pushes him to the extreme end of the alphabet, and while singing the following verse, the letters, with threatening attitude, and stamping with their feet, show their displeasure. This should be performed with great earnestness.

X.

But now you there must stand,
Mr. An'-per-se-and—
Oh! yes, you there must stand,
You crooked AN' PER S'AND!


XI.

For you do not belong
To our alphabet or song,
And we'll, perhaps, go wrong,
If the letters you're among.

XII.

You are so very crooked,
Mr. And per se and,
You'll make us dull and stupid,
You crooked An' per s'and.


XIII.

But, since you've found the way,
 In our merry little play,
 We'll allow you  there to stand,
 Mr. AND PER SE AND!

(Here they all bow.)

The alphabet is now sung in order, then they march with their leader, coming in a row, or taking their seats. Mr. *An' per s'and* persists in taking his place among the letters. This amusing pastime is well adapted to the play-ground, and may be performed without the letters.

THE LAUNDRESS.

 *Directions.*—The children are standing in a row—the laundress opposite them with a tub and basket, while singing the first verse; she takes the basket and gathers from them their handkerchiefs, and throwing them into the tub, sings the second verse. On singing the third verse they come to the laundress, and are seated or stand in a hollow square, for the laundry. The laundress gives each a piece to wash, and at each verse they give the appropriate motions of rubbing, wringing, rinsing, starching, hanging out to dry, sprinkling, and ironing. The time of the music should be fast or slow, to suit the motions.

THE LAUNDRESS; OR, THE WASHING DAY.

I.

Thus it is the laundress goes,
 With empty basket, for the clothes;
 She picks them out, then in the tub
 So smartly she the clothes will rub.
 Hark, how she sings while at the tub!
 A rub, a rub, a rub—rub.

II.

Here I wash all day so hard—
 Who will come and help me?
 O won't you come and help me, girls?
 O do, now, come and help me.
 Here I sing, while at the tub,
 A rub, a rub, a rub, a rub.

I I I .

To your wash-room here we come,
 Fine or coarse clothes give us some.
 Yes, we'll come so merrily,
 And help you on so cheerily.
 We'll sing, too, while at the tub—
 A rub, a rub, a rub—rub.

I V .

The coarsest clothes we hardest scour—
 'Tis heavy work for many an hour ;
 But wring them out and on with work,
 We'll yet be done before 'tis dark,
 And as we work we'll merry sing :
 A wing, a wing, a wing—wing.

V .

The finest clothes are all washed out ;
 Now mind, my girls, what you're about,
 The kettle's full, now blow the fire,
 And lest it smoke, just hang it higher ;
 And as we blow we'll sing, you know,
 A blow, a blow, a blow—blow.

V I .

And now they're boiled, prepare the tub,
 And souse them for another rub ;
 Rub them well and wring them hard,
 And lay them on the washing board ;
 And as we wring and rub, we'll sing,
 A rub, a wring, a wring—wring.

V I I .

In clean, cool water, now we'll rinse ;
 With this we cannot well dispense,
 For finer cloth might show a spot
 If rinsing it should be forgot ;
 So here we sing, we can't dispense
 A rinse, a rinse, a rinse—rinse.

V I I I .

Now mix the starch, and strain it nice,
 We'll have them clear-starched in a trice.
 A little starch, then give a slap,
 And with both hands begin to clap ;
 And as we slap we'll sing and clap,
 A slap, a clap, a clap—clap.

I X .

Now rubbing, rinsing, starching's done,
 We'll hang them all out in the sun ;
 But such as stained we must not pass,
 But spread them out upon the grass ;
 And spreading, sprinkling, let us sing,
 A sprinkle, sprinkle—sprinkling.

X .

The clothes are dry, we'll take them down,
 And sprinkle, all but the cal'co gown,
 Lest the spots of green and red
 Should chance to fade, or else to spread.
 We'll sing and sprinkle, in a twinkle,
 Sprinkle—sprinkle—sprinkle.

X I .

Our tidy work is not done yet :
 The flat-iron to the fire is set,
 Then spread the blanket and the sheet,*
 And on the table smooth them neat.
 And ironing—O ! let us sing,
 A smooth, a smooth, a smooth—smooth.

X I I .

Now all our work's completely done ;
 So fold them up, and one by one,
 Within the bureau, or the press,
 Lay snugly every piece and dress.
 Our pretty play, the washing day,
 'Tis over—over—over.

X I I I .

And may we learn from this, our play,
 How heavy is the washing day,
 And when our nice, clean clothes we wear,
 We'll use them with the greatest care.
 Remember that, when this you play,
 And to your places haste away.

Their handkerchiefs, nicely folded up, are placed on their heads, at the 12th verse. The laundress follows with her pail and basket.

* This is done on the lap.

JUVENILE PASTIME.—THE LITTLE FARMERS.

Directions.—The farmer's boys form in a long row, the farmer opposite them. While singing the first verse he beckons them, and they join him, fold their arms, and look around, then, joining hands in circles of six, sing the chorus; the farmer, by stamping his foot, signals them to loose hands. At the second verse, with long strides, they follow after each other in a wide circle, then, at the chorus, join hands in smaller circles, loosing hands at the farmer's signal. At the third verse he gives the motions, and they imitate them—sowing seed, &c. While singing the chorus after each verse, they join in small circles, as at first. At the fourth verse they follow each other with the motion of cradling, as in mowing. At the fifth verse they form in two circles, hands joined, and wind round the first one, who stands still till they are bound closely together, then at the farmer's signal, form in a row. At the sixth verse they give the motion of pitching sheaves into the cart. At the seventh verse, gathering and putting the seed in bags. At the eighth verse they follow the farmer, trotting in a circle; so also at the ninth verse. At the tenth verse, kneading bread, &c. At the eleventh verse they form one large circle, joining hands, and move *slowly* round, then, at signal, loose hands, and rapidly, and with animation, skip, run, trot, and gallop, in a wide sweeping circle, till, at a signal, they take seats, or stand in a row, or run away at pleasure.

THE LITTLE FARMERS.

I.

We'll play the farmer, boys, hurrah!
 Come, form a ring, with hands before;
 'Tis thus the farmer folds each arm,
 Then turns around to view his farm.

Chorus.—And we'll go round, too, whether or no;
 So here we go—we go—we go,
 And as we run, and play, and sing,
 All at once we'll break the ring.

I I .

This is the way the farmer goes—
 All over the farm he follows his nose ;
 Goes over the fence, and sometimes round,
 Then calls his boys to plough the ground.

Chorus.

I I I .

The farmer is up at the peep of dawn,
 With his bags of barley, wheat, or corn,
 And thus he goes round with his hand, and sows,
 And after the rain, how it grows, it grows !

Chorus.

I V .

In harvest time he goes to each field,
 And thankful much, should it plenty yield,
 He makes the reapers then begin,
 And they all go round a-cradling.

Chorus.

V .

No idler in the field he leaves,
 But they all go round, and bind the sheaves,
 Till every one is tightly bound
 With a wisp of straw, around, around.

Chorus.

V I

They cart it home with frolic and noise,
 Then the farmer calls his stoutest boys,
 Who beat out the grain upon the ground,
 And thus the flail goes around, around.

Chorus.

V I I .

This is the way he gathers the seed,
 And puts it in bags for time of need ;
 So he'll have plenty of seed next spring,
 Another harvest around to bring.

Chorus.

V I I I .

We've not quite done, there's something still—
 The old gray horse must trot to mill—
 And soon the grain to flour is ground ;
 The wheels of the mill go round, around.

Chorus.

I X .

With his coat for a saddle, his bags a-pack,
 The miller's boy will soon come back ;
 And quickly old Dobbin trots over the ground,
 And the farmer's wife goes around, around.

Chorus.

X.

And now it is done, as soon as said—
 'Tis mixed and kneaded for making bread ;
 Then tossed in the oven, and nicely browned,
 'Tis cut up in slices, and handed round.

Chorus.

X I .

Now, tight and fast, and round once more,
 The farmers have in their winter store ;
 The work is all completely done,
 So loose your hands, and away we'll run.

Chorus.

X I I .

Good light bread is pleasant to eat,
 And exercise will make it sweet ;
 So around, around on your little feet,
 Till every farmer takes a seat.*

Chorus.

If these pastimes are committed to memory, and the movements practised, they may be performed on the play-ground without formality. They are planned to exercise the whole man, the mind, and physical powers, and to soothe the heart with cheerfulness and good nature. The singing with the motions gives fine exercise to the lungs. The charm of childhood is exercise ; in this they should not be restrained. It has a sort of magic influence over both the mind and the physical powers ; it is, therefore, not only difficult but hazardous to restrain it. It is the economy of nature, prompting to a proper exertion of the physical faculties, promotive of the due growth and expansion of the animal frame.

Quietness and absence of action in children is indicative of disease, and parents and teachers should rather delight to

* Or—Our pleasant pastime we complete.

hear the noisy mirth of their little ones, for it is as the high, clear tones of an instrument, a proof at once of its soundness and excellence, whereas dull and low sounds indicate that it has received an injury. A minute spent in running in the play-ground is worth ten within doors, and, whether within or without, but half the benefit is derived from exercise, if running and jumping is not allowed. All children should be exercised a few minutes, between each lesson, by motions of hands, arms, and feet, walking through the school-room or to the play-ground. I have seen a whole school, for no cause whatever, marching slowly round the yard, and then standing quietly against the walls, and not a single screech or halloo allowed. This is a grievous error.

What is the uneasy nervous sensations of parents and teachers, at the noise and confusion of merry ones let loose from the nursery or school-room, when weighed with the benefits they derive from its enjoyment? It is, indeed, a necessary sacrifice to the health and happiness of their children, and often may save them the more painful feelings of anxiety, while watching a frail flower, day by day fading away—an untimely sick bed being the penalty of such indiscretion and neglect.

During the close of July, immediately before the summer vacation, at the suggestion of Superintendent Kiddle, I visited nearly all the "Industrial Schools." This form of charity, I think decidedly of benefit to the class of children attending the schools, which are very interesting in their character. The teachers, generally, seem well suited for their management. There is, happily, a large measure of moral training given to these destitute children; and clothing is bestowed on them when needed, which is generally the case. In all of them sewing is taught, but in most cases after the usual school hours, when others attend for that purpose only. In some they provide a warm dinner, bread, soup, &c.; in others, a lunch of bread and butter, or with molasses; and one I found where they gave dry bread only, and this portion eagerly received. From inquiry, and by observation, I found them to

be ill supplied with books, &c., and with but a rude assortment of school furniture. Some aid, in these respects, I think might, with propriety, be rendered those worthy associations. The destitute objects of their care would seem to come, properly, under the guardianship of the "Board of Education;" yet they could not, perhaps, be so well provided for in their schools as by the eleemosynary arrangements of the several "associations," for they require much personal attention to secure their attendance, clothing and food being also, in most cases, required. The managers, I find, generally attend themselves by turns, not only teaching sewing, but giving elementary instruction, thus dividing the labors of the teachers where the school is large. From careful observations, at my visits, I think these associations have strong claims for some timely aid to enable them to carry out more fully and efficiently their benevolent designs. I have mentioned these circumstances, not only as incidental to my labors of the past year, but that you might, at your discretion, make it a matter of special report.

S. W. SETON.

December, 1861.

THIRTEENTH ANNUAL REPORT

ON THE

OPERATIONS AND CONDITION

OF

THE FREE ACADEMY.

TO THE BOARD OF EDUCATION :

The Executive Committee for the care, government, and management of the Free Academy, herewith present a draft of the Thirteenth Annual Report to the Board of Regents of the University of the State of New-York, as required by law, on the operations of the Free Academy, for the academic year ending July 16th, 1861, and recommend the adoption of the following resolution :

Resolved, That the Annual Report of the operations of the Free Academy be adopted, and printed under the direction of the Executive Committee, and that a copy thereof, duly authenticated by the President and Clerk of this Board, be transmitted to the Board of Regents, and the Common Council of the City of New-York.

All which is respectfully submitted.

HUGH G. CROZIER,	} <i>Executive Committee</i> <i>on Free Academy.</i>
JAMES M. TUTHILL,	
HUBBARD G. STONE,	
ANDREW V. STOUT,	
JAMES MACKEAN,	
SAMUEL B. H. VANCE,	
DENIS MCCARTHY,	}

R E P O R T.

To the Common Council of the City of New-York, and to the Board of Regents of the University of the State of New-York.

IN pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reduce to one Act the various Acts relative to the Common Schools of the City of New-York," passed July 3d, 1851, and of the Act amendatory thereto, passed March 9th, 1855, the Board of Education of the City of New-York, through the "Executive Committee for the care, government, and management of the Free Academy," in respect to the several subject matters required to be reported on by them, present this their THIRTEENTH ANNUAL REPORT, showing the operations and condition of the Free Academy, for the academic year ending on the 16th day of July, 1861, the day on which the annual commencement of said institution was held.

To the Common Council of the City of New-York, and to the Board of Regents of the University of the State of New-York.

I.—GROUND FOR ACADEMIC BUILDINGS.

Present value.....	\$37,810 00
Paid for original lot.....	\$25,000 00
“ additional ground.....	12,810 00
	<hr/>
	\$37,810 00

II.—ACADEMIC BUILDINGS.

Paid for building Academy.....	\$48,000 00
“ “ Alterations and repairs, and permanent fitting up, as per former reports.....	23,708 90
“ “ Repairs and improvements, 1854, as per reports of that year.....	1,962 72
“ “ Repairs and improvements, 1855, as per report of that year.....	219 69
“ “ Repairs and improvements, 1856, as per report of that year.....	3,032 86
“ “ Repairs and improvements, 1857, as per report of that year.....	2,025 86
“ “ Repairs and improvements, 1858, as per report of that year.....	564 38
“ “ Repairs and improvements, 1859, as per report of that year.....	1,362 41
“ “ Repairs and improvements, 1860, as per report of last year.....	2,849 30
“ “ Repairs and improvements, 1861, to date of this report.....	1,915 55
	<hr/>
	\$85,641 67

It has no other real estate than that mentioned above.

III.—ACADEMIC LIBRARY.

The original cost of the Library cannot be stated with any degree of accuracy, as many of the books were donated to the Academy by

friends of the institution. An estimated value, however, is given, which will be found by reference to this and former reports.

The Library contains eight thousand nine hundred and fifty volumes, including those named in the list herewith reported; and about twelve thousand text-books and books of reference. The text-books and books of reference form no part of the Library.

Amount paid for Library books, as per last report.....	\$12,010 51
“ expended for Library books since the date of last report.....	765 92
	<hr/>
	\$12,776 43

The following is a list of books added to the Library since the date of last report :

	VOLS.
Abridgement of Debates of Congress (vols. 12, 13 and 14.)...	3
Aegyptens Stelle.....	5
Aid—Mémoire de Mécanique Pratique.....Morin.	1
Algebra, Elements of.....Hind.	1
Algebraical Geometry.....Waud.	1
Algebra, Practical and Theoretical.....Bonnycastle.	2
Algebra, with examples.....Todhunter.	1
Alone.....“ Marion Harland.”	1
American History.....Abbott, Jacob.	3
American Loyalists.....Sabin.	1
American State Papers.....	21
Anacreontes Opus.....	1
Analogy of Religion. (Ed. by Champlin.).....Butler.	1
Analysis and Chronology of History and Prophecy....Hales.	4
Analysis of the Bible.....West.	1
Analytical Geometry of three Dimensions.....Todhunter.	1
Analytical Statics.....Todhunter:	1
Anatomy of Expression.....Bell.	1
Ancient and Modern Architecture.....Gailhaband.	3
Ancient Geography.....Mitchell.	1
Ancient Practice of Painting.....Mrs. Merrifield.	2
Angel in the House (Betrothal.).....Patmore.	1
Angel in the House (Espousal.).....Patmore.	1
Annals of American Pulpit (vol. 6.).....Sprague.	1

	VOLS.
Annals of the Town of Providence.....	Staples. 1
Annual of Scientific Discovery for 1860.....	Ed. by Wells. 1
Annual of Scientific Discovery for 1861.....	Ed. by Wells. 1
Annuities, etc. (Lib. Useful Knowledge.)....	Jones. 2
Antiquities of Athens.....	Stuart. 2
Antiquities of the Christian Church.....	Bingham. 2
Antonio Perez et Phillipi II.....	Mignet. 1
Anthrologia Græca.....	13
Anastasius.....	Hope. 2
Answer to Hugh Miller, &c.....	Davis. 1
Apollonii Rhodii Argonautica.....	Willauer. 2
Archaia ; or, Scripture Cosmogony.....	Dawson. 1
Archimedis ex recensione Torelli.....	1
Architectural Grandeur.....	Wild. 1
Architectural Parallels.....	Sharpe. 1
Art of Elocution.....	Day. 1
Art of Weaving.....	Gilroy. 1
Ascham's English Works.....	Ascham. 1
Astronomy, Elements of.....	Hymers. 1
Barrow, Works of.....	6
Benois et Moschi Reliquæ.....	Jacobs. 1
Better Land.....	Thompson. 1
Bitter Sweet ("Timothy Titcomb.").....	Holland. 1
Bobbin Boy.....	Thayer. 1
Border War. A Tale.....	Jones. 1
Both Sides of the Controversy, &c.....	Bacon. 1
Brazil and the Brazilians.....	Kidder & Fletcher. 1
Brief Biographies.....	Smiles. 1
British Colonial Library.....	Martin. 10
British Eloquence, Literary, Political, Sacred, &c.....	4
British Empire ; Biog. His. & Geo. (Griffin's Cyclo.).....	1
Brougham, Lord, Works.....	10
Calculus of Variations.....	Jellett. 1
Callimachus.....	Ed. by Ernesti. 2
Cambridge Problems (Solution of), 1840 and 1841...	Coombe. 1
Cambridge Problems for 1854 and 1857.....	2
Canning, George, Life of.....	1
Canning, George, Political Life of.....	Stapleton. 3
Canning, George, Speeches of.....	Canning. 6

	VOLS.
Carlyle, Alexander, Autobiography of.....	1
Cary, Rev. Henry Francis, Works..... H. Cary.	6
Castlereagh, Viscount, Memoirs and Correspondence of El., Marquis of Londonderry.....	4
Castle Richmond..... Trollope.	1
Chambers, R., Select Writings of..... Chambers.	7
Chapel of St. Mary.....	1
Charicle's Illustrations of Ancient Greeks..... Becker.	1
Charles O'Malley..... Lever.	1
Chefs D'Œuvre des Auteurs Comiques.....	8
Chefs D'Œuvre Tragiques..... De Rotrou, et al.	2
Chaucer's Canterbury Tales..... Tyrwhitt.	2
Chemical Recreations—Non Metallic Elements..... Griffin.	1
Christian Believing and Living..... Huntington.	1
Christianity, the Logic of Creation..... James.	1
Chronicles of the Bastile.....	1
Chronological Tables—Ancient..... M'Burney.	1
Chronological Tables—Modern..... Ed. by Neil.	1
Church and Science.....	1
Church History (from 13th Cen. to present time.) Lyall, et al.	1
Church History (to the Reformation.)..... Kurtz.	1
Cicero, Life and Times of..... Middleton	1
Clarendon, Lord, Life of..... Lister.	2
Clarissa; or the History of a Young Lady..... Richardson.	8
Class Book of Botany Wood.	1
Climate of America, etc..... Williamson.	1
Clive, Lord, Life of..... Malcom.	3
Color and Taste..... Wilkinson.	1
Commentaries on the Gospels..... Owen.	3
Coins, Medals, and Seals..... Prime.	1
Compendium of American Literature..... Cleveland.	1
Compendium of English Literature..... Cleveland.	1
Conic Sections..... Hymers.	1
Constable's Miscellany.....	80
Cours de Mécanique..... Duhamel.	1
Cours de Physique..... Jamin.	2
Constitutional Jurisprudence..... Duer.	1
Constitution U. S., Exposition of..... Flanders.	1
Contractor's Book of Working Drawings..... Cole.	1

	VOIS.
Contributions to Natural History U. S. (vol 3.).....	Agassiz. 1
Coopers (The), or Getting under Way.....	Miss Haven. 1
Cosmography	Heylyn. 1
Costume of the Ancients.....	Hope. 2
Count of Monte-Cristo	Dumas. 1
Court and Times of James 1st.....	2
Critical and Miscellaneous Essays.....	Carlyle. 4
Critical History of Lang. and Lit. of Ancient Greece ...	Mure. 3
Critical Philosophy	Kant. 1
Cruise in Japanese Waters	Capt. Osborn. 1
Currents and Counter Currents	Holmes. 1
Cyclopædia of Arts, Sciences, and Literature.....	Rees. 47
Cyclopædia of Biblical Literature	Kitto. 1
Cyclopædia of Chemistry.....	Thompson. 1
Cyclopædia of Commerce	Homans. 1
Cyclopædia of Drawing	Appleton's 1
Cyclopædia of Literary and Scientific Anecdote	1
Cyclopædia of Natural Sciences.....	Baird. 1
Cyclopædia of Universal Biography.....	Griffin's. 1
Cyclopædia of Universal History.....	Griffin's. 1
Davenport Dunn.....	Lever. 1
Davy, Sir Humphrey, Collected Works.....	Davy. 9
Debates on Adopting the Constitution, etc.....	Elliot. 8
Dessin Industrial (Atlas.).....	Armengaud. 1
Diary of the American Revolution.....	Moore. 2
Dictionnaire Anglais-Française et Française-Anglais...	Thunot. 1
Dictionnaire de Biographie, D'Histoire, etc. Dezobry & Bachelot.	2
Dictionnaire de la Conversation.....	16
Dictionnaire des Synonymes.....	Lafarge. 1
Dictionnaire Idéologique	Robertson. 1
Dictionnaire Universel.....	Poitevin. 2
Dictionary of Mathematics.....	Davies & Peck. 1
Differential Calculus.....	Hind. 1
Differential and Integral Calculus.....	Todhunter. 1
Differ. and Integral Calculus (Lib. U. Knowledge.) De Morgan.	1
Differential Equations, etc.....	Hymers. 1
Diodori Bibliotheca Historica.....	5
Dionysii Opera.....	Ed. by Reiskii. 6
Divine Government, Physical and Moral.....	McCosh. 1

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Dix Années d'Épreuves Pendant la Révolution.....	Lacretelle. 1
Doctor, The.....	Southey. 1
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Ecclesiastical Reminiscences of the U. S.....	Waylen. 1
Edinburgh Cabinet Library.....	38
Education.....	Spencer. 1
Eighteen Christian Centuries.....	White. 1
Electro-metallurgy	Napier. 1
Electric Telegraph, History of, etc.....	Prescott. 1
Elements of Chemistry	Miller. 3
Elements of Mechanics.....	Peck. 1
Elements of Rhetoric	Coppée. 1
El-Khuds, The Holy.....	Turner. 1
Elohim Revealed.....	Baird. 1
Eloquence of the British Senate.....	Hazlitt. 2
Emmons, Nathaniel, Works of. Memoir by.....	Park. 3
Empire of Russia.....	Abbott. 1
Encyclopædia of Architecture.....	Loudon. 1
Encyclopédie Théologique	Migne. 1
England and Wales, Geo. of (Lib. U. Knowl'ge.)	Long & Porter. 1
England under the Stuarts (Lib. Useful Knowledge.)	Vaughan. 2
English Grammar	Murray. 1
English Surnames, Essay on.....	Lower. 2
English Synonyms, Selections of	Whately. 1
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Erskine, Right Hon. Lord, Speeches of.....	4
Ethica ; or, Character'ics of Men, Manners, and Books.	Windson. 1
Etudes D'Histoire Moderne.....	Villemain. 1
Eusebius's Ecclesiastical History.....	1
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Eustathii Commentarii ad Homeri Odysseam	2
Eustathii Commentarii, Index.....	1
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Gothic Architecture.....Pugin.	3
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Gravid Uterus.....Hunter.	1
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Hand-book of Standard Phonography.....Graham.	1
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Hindoos, Life and Religion of.....	Gangooly. 1
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Histoire de la Republique de Venise.....	Galibert. 1
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Histoire de Napoléon.....	Conte de Ségur. 2
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Histoire du Consulat et de l'Empire.....	Lacretelle. 6
Histoire du Consulat et de l'Empire (vols. 13-18.)	Thiers. 6
Histoire du Merveilleux.....	Figuier. 4
Historical Collections.....	Ed. by Farmer and Moore. 3
Historical Collections of Georgia.....	White. 1
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Historical Collections of Rhode Island.....	4
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History of North Carolina.....	Hawks. 2
History of Persia.....	Malcolm. 2
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History of South Carolina.....	Simms. 1
History of Spain & Portugal (Lib. of Useful Knowledge.)	Busk. 1
History of the Boroughs of Great Britain.....	2
History of the Church (Lib. of Useful Knowledge.)	Waddington. 1

History of the Church.....	Smith.	1
History of the Eighteenth Century.....	Schlosser.	8
History of the Hebrew Monarchy	Newman.	1
History of the Peninsular War	Napier.	6
History of the United States (vol. 8.)	Bancroft.	1
History of the United States	Patton.	1
Home Ballads and Poems.....	Whittier.	1
Home Pastimes.....	Head.	1
Hood, Thomas, Memorials of.....		2
Hopkins, Samuel, Works of. Memoir by.....	Park.	3
Howard, John, Works.....		2
How to Enjoy Life ; Physical and Mental Hygeine...	Cornell.	1
Humanics.....	Collins.	1
Hydraulics, Treatise on (Trans. by Bennett.)....	D'Aubuisson.	1
Hypatia	Kingsley.	1
Iceland ; Its Volcanoes, Geysers, and Glaciers.....	Forbes.	1
Iconographic Encyclopædia (Trans. by Baird.).....	Heck.	6
Impresion de Voyage.....	Dumas.	10
Infirmities of Genius.....	Madden.	2
Integral Calculus, with applications, etc.....	Todhunter.	1
Intellectual Philosophy.....	Champlin.	1
International Law.....	Woolsey.	1
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Jack Hinton, the Guardsman.....	Lever.	1
Journal of Conversations with Lord Byron..	Lady Blessington.	1
Journey in the Back Country.....	Olmsted.	1
Journey through Texas.....	Olmsted.	1
Jovellanos, Don Gaspar de, Obras.....		5
Kaleidoscope, its History, etc.....	Brewster.	1
King of the Mountains.....	About.	1
Lake Regions of Central Africa.....	Burton.	1
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Lardner's Cabinet Cyclopedia.....		133
Latin Christianity.....	Milman.	6
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Leaders of the Reformation	Tulloch. 1
Leaves from an Actor's Note Book	Vandenhoff. 1
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Lectures on Logic	Hamilton. 1
Lectures on Metaphysics	Hamilton. 1
Lectures on Rhetoric and Oratory	Adams. 2
Lectures on Science and Art	Lardner. 2
Lectures on the English Language	Marsh. 1
Lectures on the Physical Forces	Faraday. 1
Leslie's Autobiographical Recollections	Ed. by Tom Taylor. 1
Lessons on Moral and Christian Evidences	Whately. 1
Lessons on Reasoning, Intro.	Whately. 1
Letters from Switzerland	S. I. Prime. 1
Library of Entertaining Knowledge	43
Library of Fine Arts	4
Life and Letters of Mrs. Judson	Kendrick. 1
Life in the Old World	Miss Bremer. 2
Life of Andrew Jackson	Parton. 3
Life of Thos. Jefferson	Randall. 3
Light of Nature Pursued	Tucker. 2
Love (L'Amour.) (Trans. by Palmer.)	Michelet. 1
Literature of Ancient Greece (Lib. Useful Knowledge.)	Müller. 1
Lives of Eminent Men (Lib. of Useful Knowledge.)	1
Logic in Theology	Taylor. 1
Lord Bacon, Personal History of	Dixon. 1
Lost Hunter ; a Tale of Early Times	Adams. 1
Love and Penalty	Thompson. 1
Madame de la Seiglière	Sandeau. 1
Manual of Elocution	Walker. 1
Manual of Instruction for Volunteers and Militia	Gilham. 1
Manual of Physiology	Kirkes. 1
Marble Faun	Hawthorne. 2
Marianna	Sandeau. 1
Marion Graham	Lander. 1
Materials for Thinking	Burdon. 2
Mathematics (Lib. of Useful Knowledge.)	De Morgan. 2
Mathematical Tracts	Airy. 1
Matter ; its Forms and Governing Laws	Duplex. 1

	VOLS.
Mechanics, Elementary Treatise on.....	1
Mechanics, Morin's.....Bennett.	1
Mélanges Scientifiques et Littéraires.....Biot.	3
Mémoires Historiques.....Mignet.	1
Memoirs of the Jacobites.....Mrs. Thomson.	3
Memoirs of the Court of Charles 1st.....Aiken.	2
Memoirs of the Court of James 1st.....Aiken.	2
Memoirs of the Court of Queen Elizabeth.....Aiken.	2
Mental Cultivation and Excitement.....Brigham.	1
Method, Logic, and Rhetoric.....Coleridge & Whately.	1
Methodism Successful.....Tefft.	1
Middle Ages, View of.....Hallam.	3
Miller, Hugh, Life of.....Brown.	1
Mill on the Floss.....Eliot.	1
Mineralogy, Introduction to.....Phillips.	1
Miss Gilbert's Career.....Holland.	1
Modern Atheism.....Buchanan.	1
Modern British Essayist.....	8
Modern Philology.....Dwight.	1
Modern Traveller.....Ed. by Conder.	30
Money King and other Poems.....Saxe.	1
Moral Evidence.....Gambier.	1
Moral History of Women.....Legouvé.	1
Moral Philosophy and Christian Ethics.....Dewar.	2
Moral Philosophy.....Grove.	2
Moral Philosophy.....Haven.	1
Moss-Side....."Marion Harland."	1
Murray's Family Library.....	80
Murray's Family Library (Dramatic Series.).....	6
Museum of Science and Art.....Lardner.	6
Mysteries of Paris, The.....Sue.	1
Napoleon, Life of.....Hazlitt.	4
Napoleon, Memoirs of.....Las Casas.	4
Natural History, Lectures on.....Chadbourn.	1
Natural Law.....Burlamaque.	2
Natural Philosophy (Lib. of Useful Knowledge.)..Daniel, et al.	4
Navigation and Nautical Astronomy.....Jeans.	1
Nemesis....."Marion Harland."	1
New American Cyclopædia (vols. 12 and 13.).....	2

	VOLS.
New Miscellanies.....	Kingsley. 1
Norse-Folk, The	Brace. 1
Notices et Portrait Historiques et Lit.....	Mignet. 2
Nouveau Cours de Dessin Industriel.....	Armengaud. 1
Object Teaching and Oral Lessons.....	Barnard. 1
Occasional Productions.....	Rush. 1
Odd People	Reid. 1
Œuvres de.....	Capefique. 3
Order of Nature.....	Powell. 1
Origine de la Langue Française.....	Chevallet. 3
Orleans, Dutchess of, Memoirs.....	Schubert. 1
Ossian's Poems (Trans. by Macpherson.).....	1
Palästina.....	Von Raumer. 1
Pamela; or, Virtue Rewarded,.....	Richardson. 4
Passions, Phil. and Ethical Treatises on.....	Crogan. 5
Patria	Aicard, et al. 2
Philosophy of Ancient Greece.....	Anderson. 1
Philosophy of History.....	Shedd. 1
Physical Geography.....	Day. 1
Physiology of Common Life.....	Lewes. 1
Pictures of Country Life.....	Cary. 1
Pictures of Europe	Bartol. 1
Piozzi (Mrs.), Autobiography, Letters, etc...Ed. by Hayward.	1
Plane Co-ordinate Geometry.....	O'Brien. 1
Plane Co-ordinate Geom. Applied to Conic Sections.	Todhunter. 1
Plane and Spherical Trigonometry.....	Peirce. 1
Plane and Spherical Trigonometry	Snowball. 1
Plane Trigonometry	Hind. 1
Poems	Croswell. 1
Poems.....	Miss Mullock. 1
Poètes Française.....	Poitevin. 2
Poetry of the Magyars	Bowring. 1
Port Royal Logic (Trans. by Bayne.)	1
Potter, Maj. Roger S., Life and Adventures of..	Van Trusedale. 1
Practical Draughtsman (Trans. by Johnson.)....	Armengaud. 1
Practical Geodesy.....	Williams. 1
Principles of Christian Architecture.....	Pugin. 1
Principles of Jurisprudence.....	Phillimore. 1
Prince Rupert, Life of.....	Warburton. 3

Printer Boy	Thayer.	1
Private Libraries of New-York.....	Wynne.	1
Progress of Society	Hamilton.	1
Proverbs of All Nations.....	Kelly.	1
Province of Reason.....	Young.	1
Pulpit of American Revolution.....	Ed. by Thornton.	1
Puritans and Queen Elizabeth.....	Hopkins.	2
Raleigh, Sir Walter, Works of.....	Ed. by Oldeys and Birch.	8
Recollections, &c., of Washington (Ed. by Lossing.)...	Custis.	1
Rectory of Moreland		1
Recueil de Charts Historiques Française.....	De Lincy.	2
Religion of Geology	Hitchcock.	1
Religious Extracts from Shakspeare		1
Reminiscences of Scottish Life.....	Ramsay.	1
Résistance des Matériaux.....	Morin.	1
Revolutions in English History.....	Vaughan.	1
Rhetorical Praxis.....	Day.	1
Richardson (S.), Correspondence of, etc	Barbault.	6
Romance of Natural History.....	Gosse.	1
Roman Question.....	About.	1
Rural Philosophy.....	Bates.	1
Sacred Classics.....	Ed. by Cattermold.	30
Sacred History, Manual of.....	Kurtz.	1
Sacred Literature....	Clarke.	2
Sand Hills of Jutland.....	Anderson.	1
Sapphonis Fragmenta.....	Neue.	1
Scampavias.....	Lieut. Wise.	1
Scarlet Letter	Hawthorne.	1
Scenes in the Pacific Ocean.....	Jacobs.	1
School days of Eminent Men.....	Timbs.	1
Schuyler, Philip, Life and Times of.....	Lossing.	1
Schweizerlands Geschichte.....	Schokke.	1
Science of Education, and Art of Teaching.....	Ogden.	1
Scouring of the White Horse		1
Select Speeches, Forensic and Parliamentary.....	Chapman.	5
Self Education (Trans. E. A. Peabody.).....	Degerando.	1
Sermons, Doctrinal and Practical.....	Butler.	2
Sermons Preached before the University of Cambridge.	Trench.	1
Shadow in the House.....	Saunders.	1

	VOLS.
Shadowy Land, and other Poems	Huntington. 1
Shakespeare's Scholar	White. 1
Silas Marner	Eliot. 1
Sinai and Zion	Bushman. 1
Sir John Franklin, Fate of	McClintock. 1
Sketches of the Highlanders	Stewart. 1
Small Books on Great Subjects	21
Smith, Adam, Works	5
Social Welfare and Human Progress	Henry. 1
Song Writing, Essays on	Aikin. 1
Speculative Philosophy	Chalybäus. 1
Spherical Trigonometry	Todhunter. 1
Spirit of Laws	Montesquieu. 1
Sterne, Laurence, Works	1
Stone Mason of St. Point	Lamartine. 8
Strabonia Geographia	7
Struggles for Life	1
Student's Hand-book of Modern History	Ed. by Neil. 1
Student's Hand-book of Ancient History	Griffin. 1
Summer Pictures	Field. 1
Sydenham Society Publications	39
Systematic Rhetoric	Theremin. 1
Système du Monde (vols. 3 and 4.)	Pontécoulant. 2
System of the World	Nichol. 1
Taylor, Jane, Writings of	3
Teachers' Assistant	Northend. 1
Testament Philosophique et Littéraire	Lacretelle. 2
Teutonic Etymology	Gibbs. 1
Theocritus	Ed. by Kiessling. 1
Theological and Ecclesiastical Cyclopædia	Herzog. 2
Tom Brown at Oxford	Hughs. 1
Tom Burke "of Ours."	Lever. 1
Traacts, Mathematical and Physical	Brougham. 1
Traité D'électricité	De La Rive. 1
Traité de Versification Française	Quicherat. 1
Transactions American Institute—1858	1
Transactions N. Y. State Agricultural Society—1858	1
Travels in Africa	Laing. 1
Travels on the Upper and Lower Amoor	Atkinson. 1

	VOLS.
Travels, Researches, etc., in Eastern Africa	Krapf. 1
Trigonometry	Airy. 1
Twelve Months' Residence in the West Indies	Madden. 2
Two Pilgrims ; or, the Israelite and Christian	Auspach. 1
Tydney Hall—a Novel	Hood. 1
United Irishman	Madden. 2
United Netherlands, History of	Motley. 2
Vathek (Translated from original French.)	1
Vicissitudes of Families, and other Essays	Sir B. Burke. 1
Vision, Theory of, Exemplified	Berkeley. 1
Visits and Sketches at Home and Abroad	Mrs. Jameson. 2
Vocabulary of Philosophy	Fleming. 1
Voyage to Japan, Kamtschatka, Siberia, etc	Tronson. 1
Wandering Jew, The	Sue. 1
Washington, George, Life of	Everett. 1
White Chief	Reid. 1
Winter Studies and Summer Rambles	Mrs. Jameson. 2
Wits and Beaus of Society	Wharton. 1
Woman in White	Collins. 1
Woman ("La Femme.") (Translated by Palmer.)	Michelet. 1
Woods and Waters	Street. 1
Wright, Silas, Life of	Jenkins. 1

Atlantic Monthly	2
Bibliotheca Sacra	1
Blackwood's Magazine	2
Eclectic Magazine	2
Edinburgh Review	1
Historical Magazine	1
London Quarterly Review	1
Mathematical Monthly	1
New Englander	1
North British Review	1
Report of the Coast Survey	1
Report of Regents of the University	1
Revue des du Monde	2
Silliman's Journal	1
Westminster Review	1

IV.—APPARATUS, FINE ARTS, ETC.

PHILOSOPHICAL, MATHEMATICAL, AND CHEMICAL.

The remarks made in reference to the original cost of the Library are applicable, also, to the original cost of the apparatus belonging to the Academy. An estimated value is given in another part of this Report.

Amount paid from City Treasury for apparatus, as per	
last Report.....	\$10,752 74
“ paid since the date of last Report.....	136 45
Total.....	<hr/> \$10,889 19

NATURAL HISTORY, PHYSIOLOGY, ETC.

The Department of Natural History contains about three thousand specimens, no additions having been made thereto since the date of the last Report. (See page 24.)

LABORATORY.

The Laboratory of the Free Academy is well provided with the necessary apparatus of glass and porcelain, and with an extensive suit of chemical preparations, to which additions are constantly made by the Professor having charge of the department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the Academy. This collection contains all the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity, and Magnetism.

CABINET OF CHEMICAL AND PHYSICAL APPARATUS.

The following is a complete list of the Apparatus, and of the Casts and Models in the Department of Fine Arts, belonging to the Free Academy.

PNEUMATICS.

Chamberlain's Air Pump.

Condensing Syringe.

Bell Glasses for Air-Pump (3.)
 Bladder and Hand-Glass.
 Madgeburg Hemispheres.
 Upward Pressure Apparatus.
 Bursting Squares (9.)
 Wire Guard for do.
 Hand Air-Pump.
 Guinea and Feather Glass.
 Water Hammer.
 Balance, with Air-Globe and Counterpoise.
 Bell, with Sliding Rod.
 Barometers (2.)

HYDROSTATICS AND HYDRONAMICS.

Set of Glasses to illustrate Equilibrium of Fluids.
 Hydrostatic Bellows.
 Archimedes' Screw.
 Working Models of Lifting and Forcing Pumps.
 Hero's Fountain.
 Barker's Mill.
 Glass Balloon (with Jar and Images.)
 Hydrostatic Paradox.
 Halstat's Apparatus for the Pressure of Liquids.
 Apparatus for Body immersed in Liquids.
 Apparatus for the Decomposition of Water.

GALVANISM, MAGNETISM, ELECTRO-MAGNETISM, HEAT.

Bunson's Battery of 50 pairs.
 Grove's Battery of 12 pairs (Platina Strips.)
 Daniel's Battery of six pairs.
 Wheatstone's Rheostat.
 Galvanometer (Suspension Thread.)
 Vertical Galvanometer.
 Tangent's Compass.
 Large Simple Galvanometer.
 Decomposing Cell (2 Gas Tubes.)
 Apparatus for Attraction and Repulsion of Currents.

Contracting Helix.

Magnet Revolving around a Conductor.

Conductor revolving around a Magnet.

Magnet revolving on its own axis.

Vibrating Wire (Magnet of three pieces.)

Revolving Spur Wheel.

Gold Leaf Galvanoscope.

De la Rive's Ring.

Revolving Coil.

Thermo-Electric Revolving Arch.

Magnetizing Helix.

Helix on Stand, with Iron Bar.

Helical Ring and Semicircles.

Large Electro-Magnet.

Revolving Armature.

Reciprocating Engine.

Revolving Electro-Magnet.

Electro-Magnet, revolving with the Earth's Action.

Clock-Work Electrotome.

Magneto-Electric Machine (brass legs; quantity and intensity Helices.)

Separable Helices and Handles (2.)

Slat Spirals (3 lbs. each; 2.)

Thermo-Electro Series (10 pairs.)

Thermo-Electro Rectangle.

Ampere Electrometer.

Simple Bar Magnets (4.)

Compound Bar Magnet.

Simple U Magnet.

Magnetic Needle on horizontal stand.

Dipping Needle.

Set of Steel Bars for Magnetization.

More's Telegraph Model.

Ruhmkorff's apparatus for Induction.

Diamagnetic Apparatus.

Apparatus for fixing the Electric Light.

Smee's Battery of four pairs.

Pictet's Brass Mirror.

Hot Water Cube.

Regnault's Apparatus for Specific Heat.

Melloni's Thermo-Electric Apparatus.

Apparatus for Expansion of Solids.

“ “ Collection of Heat.

Hydro-Oxygen Blowpipe.

Davy's Safety Lamp (2.)

Blowpipe and Table.

Wrede's Apparatus for Absorption.

Ring and Ball for Expansion by Heat.

2 Bulb Tubes for Expansion of Gases.

2 “ “ “ Liquids.

1 Pyrometer.

Mounted Diaphragm.

Barton's Button.

Freezing Apparatus.

Thermometer of Biot.

Pair of Gas Holders.

Six Models in wood, to illustrate the subject of Light and Crystallography.

MATHEMATICS.

Theodolites (2) and Tripods.

Surveyor's Compass (2) and Tripods.

Level.

Sextant.

Quadrant.

Artificial Horizon.

Surveyor's Chain and Pins (2 sets.)

Measuring Tape.

Levelling Staves (2.)

Rods (4.)

Malby's Large Terrestrial Globe (and Compass.)

Malby's Large Celestial Globe (and Compass.)

Engineer's Transit.

Target Compass.

Plaster Models of Oblique Arches, by Bardin, Paris (9.)

Plaster Models of Voussoirs, of an Oblique Arch, by Bardin, Paris (31).

Models of Topography, with maps, by Bardin, Paris (9.)

ACOUSTICS

Bellovs Apparatus, with glass sides, for Organ Pipes.

Pipe with Musical Scale.

Open Pipe C.

Vox Humana.

Parchment Pipe.

Pipe with Reed.

“ “ “ and Trumpet.

“ “ Glass Cylinder, for observing Nodal Lines.

Monochord.

Tuning Fork.

Siren.

OPTICS.

Gregorian Reflecting Telescope (two feet focal length.) Presented
by EDWARD W. SERRELL, Esq., N. Y.

Observing Telescope.

Concave Mirror (of 36 centimetres diameter.)

Convex Mirror (of 25 centimetres diameter.)

Plane Mirror (of 26 centimetres diameter.)

Apparatus for Bouquet Experiment.

Double Convex Lens.

“ Concave “

Plano-Convex “

“ Concave “

Concave Convex “

Equilateral Prism.

Polyprism.

Achromatic Prism (variable angles.)

Biot's Prism (compartments for volatile liquids.)

Silberman's Heliostat.

Raspail's Microscope.

Oberhauser's “

Lawrence Smith's Apparatus for Solar Microscope.

“ “ “ Diffraction and Interference.

Nichol's Prism.

Diaphragms (1 circular and 1 rectilinear.)

Apparatus for Colored Rings.

Noremburg's Apparatus (improved.)

Soliel's Apparatus (for measuring optic axis of Crystals.)

Collection of Crystals of one and two optic axis, viz :

Native Quartz.

Plate " (2 natural rotations.)

Porte Objet.

Babinet's Compensators (2.)

Plates Sulphate of Lime.

" Quartz (parallel to axis.)

" Mica ($\frac{1}{2}$ wave length.)

" Quartz.

" Oblique (Quartz crossed.)

" Spar (perpendicular to axis.)

" Tourmalin (perpendicular to axis.)

" Beryl " "

" Carbonate of Lead " "

" Argonite.

" Gypsum.

" Mica.

" Sulphate of Baryta.

Tempered Glasses (different forms.)

Apparatus for Movable Hyperbolas.

Presses and three Glasses for Curves.

" " " Compression.

Fresnel's Apparatus for Double Refraction.

Parallelopipedons of Fresnel.

Stereoscopes (with Daguerreotypes, etc.)

Collection of Colored Glasses for Absorption.

Rhombes of Spar.

Cylindrical Mirror (with pictures.)

Apparatus for Rays of Spectrum.

Reflecting Goniometer.

Apparatus for Circular Polarization of Light.

Lamp for Optical Experiments, and box for the same.

Goniometer of Charles and Malus.

Achromatic Microscope.

Contact Goniometer.
 Stand for Optical Instrument.
 Wave Machine.
 Deville's Lamp.

MECHANICS, ETC.

Lever, with Appendages, etc.
 Fixed and Movable Pulleys, and their Combinations.
 Loaded Cylinder and Inclined Plane.
 Double Cone and Inclined Bars.
 Pair of Tumblers.
 Model of the Wheel and Axle.
 " Inclined Plane.
 " Screw.
 " Capstan.
 " Crane.
 " Pile Driver.
 " Jack.
 Apparatus showing Action of Endless Screw.
 " " " Cog Wheels.
 Atwood's Machine.
 Whirling Table.
 Ten pieces of Apparatus belonging to Whirling Table.
 Roberval's Balance.
 Compound Lever.
 Weights, and Stand for Weights.
 Ivory Balls on Stand (to illustrate collision.)
 Apparatus showing the Angle of Reflection.
 Bohnenberger's Machine (for showing the position maintained by
 the axis of the earth in its rotation.)
 Pulley, with concentric grooves.
 Apparatus for showing that the part of a pulley enveloped by the
 cord can be less or greater.
 Apparatus illustrating Parallelogram of Forces.
 Roemer's Carriage Axle, with Vibrating Wheels.
 Gyroscope.

MISCELLANEOUS.

Oersted's Apparatus for Compression of Water.

Dumas' Apparatus for Density of Vapors.

Gay Lussac's " Tension "

Screen for Optical Experiments.

Hygrometer.

Daguerreotype Apparatus (complete.)

Apparatus for Maximum Density of Water.

Anemometer.

Divided Scales (4.)

Breguet's Metallic Thermometer.

Chemical Balance.

Common "

Regnault's Eudiometer.

Elliptical Mercury Trough (for Reflection.)

Sundries—Retorts, Crucibles, Stills, Alembics, etc., etc.

500 specimens in Conchology. Presented by TOWNSEND HARRIS, Esq.

2,200 " Mineralogy.

300 " Geology.

3 Charts illustrating Geology.

4 " " Physical Geography.

PHYSIOLOGY, ETC.

Manikin.

Skeleton.

Separated Skull.

Enlarged Model of the Eye.

" " " Ear.

" " " Larynx.

5 Anatomical Charts, life size.

Apparatus for Physiological Experiments.

Endosmosis and Exosmosis.

FINE ARTS—CASTS AND MODELS.

This is a choice collection, and affords extraordinary advantages (perhaps unequalled in this country) for the study of ornament, and for the general purposes of art. It may be classified as follows :

1ST.—CAST OF ELGIN MARBLES.

Presented by CHARLES M. LEUPP, Esq., of N. Y.

Ilissus.

Theseus.

Colossal Head of the Horse, from pediment of Parthenon.

Metopes and Frieze of the Parthenon.

Colossal Caryatides, etc.

2D.—CASTS FOR THE STUDY OF THE ANTIQUE.

From Florence, the Vatican, and the Louvre.

1. FIGURE :

Minerva.

Belvedere Hercules.

Torso of the Laocoon.

Torso of Venus of Milo.

2. ALTO AND BASSO-RELIEVO :

Victory.

Dancers.

Chariot Race.

Alcibiades and Aspasia.

Bacchus and Ariadne.

Bacchante and Dionysian Bull.

Fawn and Panther.

Chimera bearing Rome.

3. BUSTS :

Diogenes.
 Pericles.
 Plato.
 Homer.
 Venus of Arica.
 Venus of Milo.
 Townley Muse.
 Farnese Hercules.
 Colossal Jupiter.

4. MASKS :

Dante.
 Aristides.
 Alexander.
 Apollo Belvedere.
 Venus of Cnidus.
 Sleeping Faun.
 Faun of the Capitol, etc.

3D.—EXAMPLES OF MICHAEL ANGELO AND CELLINI.

Figure from the Tomb of Lorenzo de Medici.
 Mask and Arm of Slave.
 Dog's Head.

4TH.—CASTS FROM NATURE.

Masks from Henri Quatre.
 Torso of a Man.
 Right Arm of a Man.
 Hands.

5TH.—EXTREMITIES.

Arm of Milo.
 Thigh from the Laocoon.

Leg from Statue of Silenus.

Leg from Statue of Germanicus.

Colossal Hand from Statue of St. Peter.

6TH.—POMPEIIAN FRESCOES.

Models from Paintings in the Houses of Pompeii.

7TH.—ARCHITECTURAL STUDIES.

1. THE FIVE ORDERS OF ARCHITECTURE :

Small Models.

2. FRIEZES :

Architrave of Temple of Jupiter Stator.

Frieze with Panthers, from the Ecole des Beaux Arts.

Frieze from the Tomb of Henry VII.

3. MOULDINGS :

Talons of the Architrave and Entablature of the Temple of Jupiter Stator.

Torus from that of Minerva Polias.

Ornamental Oves, &c.

4. BYZANTINE ARCHITECTURE :

Column from St. Denis.

Capital of Column at Bonn.

Capital from Abbey of Benneford.

Mounting Post, etc.

5. GOTHIC ARCHITECTURE :

Rosette Frieze.

Pilaster with Monk.

Antæ from Notre Dame.

Jamb from Ecole des Beaux Arts.

Mouldings from Westminster.

Gothic Panels from wood carving.

Ogees, etc., etc.

6. RENAISSANCE :

Parts of a Pilaster.

Second part of the same with Capital, etc.

8TH.—STUDY OF ORNAMENT.

Minerva upon Scroll.

Vine Mounting.

Fragments of Foliage.

Reverse of Leaf.

Leaf from base of Column of Trajan.

Ornamental Column.

Ornamental Base.

V.—TITLE TO PROPERTY, INCUMBRANCES, ETC.

The property is free from all incumbrances.

VI.—OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library, text-books, casts, models, and cabinet of natural history, described previously, except fuel, stationery, and furniture, partly worn, the present value of which cannot be stated with certainty.

VII.—DEBT.

The Academy is free from debt.

VIII.—BOOKS AND APPARATUS COMPARED WITH CATALOGUE, ETC.

All the books and articles of apparatus possessed by the Academy have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy ; and on such examination and comparison, all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

IX.—SUMMARY STATEMENT.

The total *estimated* value of Academic property, as described in the preceding part of this Report, is as follows :

Present value of Academic lot, buildings, and furniture,	\$123,451 67
Present value of Library.....	12,265 00
Present value of Text-books.....	12,000 00
Present value of Philosophical Apparatus.....	9,000 00
Present value of Casts, Models, etc.....	1,500 00
Present value of Cabinet of Natural History.....	1,500 00
	<hr/>
	\$159,716 67

X.—GENERAL CASH ACCOUNT FOR THE YEAR ENDING ON THE 16TH DAY OF JULY, 1861.

CASH RECEIVED.	Dr.	CASH PAID.	Cr.
Balance on hand at the date of last Report.....	\$6,810 34	Cash paid during said period, by the Board of Education, viz:	
Cash since received on the following accounts, viz:		For Salaries of Teachers and Officers	\$44,281 97
Amount appropriated by the Board of Education for the support of the Academy, including Text-books and Stationery	48,000 00	“ Repairs and Improvements of Academy Buildings and Grounds	1,915 55
Amount appropriated during said period for Furniture, Apparatus, and Repairs of the Academy.....	2,000 00	“ Text-books and Stationery.....	3,449 19
Amount received during said period from the Regents of the University from the Literature Fund.....	1,155 23	“ Library Books.....	765 92
		“ Apparatus, Chemicals, etc.	136 45
		“ Re-binding Books.....	10 20
		“ Printing and Advertising,	1,225 52
		“ Expenses of Examination, Commencement, etc....	1,234 13
		“ Fuel.....	655 04
		“ Lighting the Academy...	122 25
		“ Postage and other incidentals.....	237 21
		“ Furniture, Repairing, etc.	68 98
		“ Supplies, cleaning Academy, etc.....	715 99
			<hr/>
			\$54,818 40
		Balance.....	3,147 17
			<hr/>
	\$57,965 57		\$57,965 57

NOTE.—The *estimated* value of the Academic lot, etc., as given above, includes the permanent fitting up, and also all repairs, alterations, and improvements, since the Academy has been in operation. But the *real* value of the said property ought not, perhaps, to include anything more than the grounds, buildings, improvements, permanent fitting up, books, apparatus, casts, and models, and furniture, valued at about one hundred and twenty-five thousand dollars.

XI.—REVENUES AND EXPENDITURES FOR THE YEAR ENDING
ON THE 16TH DAY OF JULY, 1861.

REVENUE RECEIVED.	Dr.	EXPENDITURES INCURRED.	Cr.
Amount of Revenue received during said year, from the following sources, viz :		Amount paid on Liabilities incurred during said year, on the following accounts, viz :	
From Appropriations by the Board of Education	\$50,000 00	For Salaries of Teachers and Officers	\$44,281 97
From the Regents of the University, being the Apportionment of the Literature Fund for 1861.....	1,155 23	“ Repairs and Improvements to Academy Buildings and Grounds	1,915 55
Balance on hand at the date of the last Report....	6,810 34	“ Text-books and Stationery.....	3,449 19
		“ Library Books.....	765 92
		“ Apparatus, Chemicals, &c.	136 45
		“ Fuel, Printing, Commencement, and all other incidental expenses.....	4,269 32
			<hr/> \$54,818 40
		Balance.....	3,147 17
	<hr/> \$57,965 57		<hr/> \$57,965 57

XII.—MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the year, as stated in the preceding part of this Report, under the head of *Cash Received*, together with all balances of money received heretofore, and suffered to remain on hand, unexpended, are accounted for as follows, viz :

Balance on hand, unexpended, received from the Regents of the University, at the date of the last Report.....	\$294 60
Received from the Regents of the University since the date of last Report, being the apportionment from the Literature Fund for the year 1861.....	1,155 23
	<hr/> \$1,449 83
Expended for Library Books since the date of last Report..	765 92
	<hr/>
Balance to be expended for Library Books	\$683 91

XIII.—MONEY RAISED AND GRANTED FOR PURCHASE OF BOOKS AND APPARATUS.

None, except as stated in the preceding part of this Report.

XIV.—DEPARTMENTS.

OFFICERS OF INSTRUCTION AND GOVERNMENT.

The studies are pursued under the following Academic Officers, appointed by the Board of Education :

- A Principal, who shall be Professor of Moral, Intellectual, and Political Philosophy.
- A Professor of the Latin and Greek Languages and Literature.
- A Professor of Chemistry and Physics.
- A Professor of Pure Mathematics.
- A Professor of Mixed Mathematics.
- A Professor of History and Belles-Lettres.
- A Professor of English Language and Literature.
- A Professor of French Language and Literature.
- A Professor of Spanish Language and Literature.
- A Professor of German Language and Literature.
- A Professor of Drawing.
- A Professor of Natural History and Physiology.
- An Adjunct Professor in the Department of Philosophies.
- An Adjunct Professor in the Department of Mathematics.
- And as many Tutors as may be from time to time required.

The Faculty consists of the Professors who, conformably to the classification of studies pursued in the Academy, are at the head of the following Departments :

Philosophies,	History and Belles-Lettres,
Ancient Languages,	Pure Mathematics,
English Language,	Mixed Mathematics,
Modern Languages,	Physical Sciences.

CLASSIFICATION OF STUDIES PURSUED.

DEPARTMENTS.	SUBJECTS.	COLLATERAL SUBJECTS.
<i>Philosophies</i>	{ Moral Philosophy. Intellectual Philosophy. Political Philosophy.	
<i>English Language</i>	{ English Language and Literature, comprising— General Grammar, English Grammar, Etymology, Synonymy, Composition.	
<i>Ancient Languages</i>	{ Latin Language and Literature. Greek Language and Literature.	
<i>Modern Languages</i>	{ French Language and Literature. German Language and Literature. Spanish Language and Literature.	
<i>History and Belles-Lettres</i> .	{ History. Rhetoric, Composition, Oratory.	
<i>Pure Mathematics</i>	{ Algebra. Geometry. Trigonometry and its Applications. Analytical Geometry. Descriptive Geometry. Differential and Integral Calculus.	Drawing.
<i>Mixed Mathematics</i>	{ Analytical Mechanics. Acoustics. Optics. Astronomy. Civil Engineering.	
<i>Physical Sciences</i>	{ <i>Physics</i> { Light—Heat. Electricity—Mag'tism. Electro-Magnetism. <i>Chemistry</i> { Inorganic—Organic. Physiological. Agricultural.	
		Natural History Physiology. Anatomy. Hygiene.

XV.—TEACHERS AND OFFICERS EMPLOYED.

The whole number of Teachers employed in the Academy, on the said 16th day of July, 1861, was twenty-six. The names, the department of instruction, and the annual salary of each, are as follows :

Horace Webster, LL. D., President of the Faculty, and Professor of Moral, Intellectual, and Political Philosophy.....	\$3000
John Jason Owen, D. D., Vice-Principal, and Professor of the Ancient Languages and Literature.....	2500
Wolcott Gibbs, M. D., Professor of Chemistry and Physics.....	2000
Gerardus Beekman Doeharty, LL. D., Professor of Pure Mathematics, and Secretary of the Faculty.....	2000
John Augustus Nichols, A. M., Professor of Mixed Mathematics.....	2000
Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.....	2000
John Graeff Barton, A. M., Professor of the English Language and Literature..	2000
Jean Roemer, LL. D., Professor of the French Language and Literature.	2000
Augustin José Morales, LL. D., Professor of the Spanish Language and Literature.....	1200
Paul Peter Duggan, N. A., Professor of Drawing and the Arts of Design. (Absent in Europe, on leave.).....	
Herman Joseph Aloys Kœrner, Ph. D., Acting Professor of Drawing.....	2000
Robert Ogden Doremus, M. D., Professor of Natural History, Physiology, Anatomy, and Hygiene.....	1000
Joel Tyler Benedict, A. M., Adjunct Professor in the Department of Pure Mathematics.....	2000
George Washington Huntsman, A. M., Adjunct Professor in the Department of Philosophy.....	2000
Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.....	1500
William Beinhauer Silber, A. M., Tutor in the Ancient Languages.....	1500
Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.....	1500
Alfred George Compton, A. M., Tutor in the English Language.....	1000
Arthur McMullen, A. M., Tutor in Pure Mathematics.....	500
Casimir Fabregou, A. M., Tutor in the French Language.....	1000
Adolph Werner, S. M., Tutor in the English Language.....	700
Samuel Gould Jelliffe, A. M., Tutor in History and Belles-Lettres.....	500
James Godwin, A. B., Tutor in Pure Mathematics.....	500
Lucien Oudin, A. M., Tutor in the French Language.....	500
James Knox, A. B., Tutor in Drawing.....	500
Solomon Israel Woolf, A. B., Tutor in Drawing.....	500
Fitzgerald Tisdale, A. B., Tutor in Ancient Languages.....	500
Joseph Oakley Nodyne, A. M., Librarian and Registrar.....	1500
Grosvenor Waters, Janitor.....	700
Daniel McEvoy, Assistant Janitor.....	500

XVI.—SUBJECTS OF STUDY PURSUED, TEXT-BOOKS AND BOOKS OF REFERENCE USED.

The subjects of study pursued in said Academy, during the said year, including classical and all others, with the text-books and books of reference used in each subject or study, were as follows:

1. MORAL, INTELLECTUAL, AND POLITICAL PHILOSOPHY.

Moral Philosophy,	Hickok's Moral Science.
“ “	Alexander's “
“ “	Wayland's “
“ “	Butler's Analogy,
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whately's Logic.
“	Mahan's “
Political Philosophy,	Mansfield's Political Grammar.
“ “	Hart's Constitution of the U. S.
Law,	Kent's Laws of Nations.

2. ANCIENT LANGUAGES AND LITERATURE.

GREEK LANGUAGE (Grammar),	Sophocles' Greek Grammar.
Dictionary,	Liddell and Scott's.
“	Pickering's.
Reading Book,	Sophocles' Greek Lessons.
“	Owens' Greek Reader.
“	“ Xenophon's Anabasis.
“	“ “ Cyropædia.
“	“ Homer's Iliad.
“	“ “ Odyssey.
“	“ Thucydides.
“	Crosby's Œdipus Tyrannus.

LATIN LANGUAGE (Grammar),	{ Andrews and Stoddard's Latin
	Grammar.
Dictionary,	Leverett's.
“	Ainsworth's.
“	Andrews' Freunds.
Reading Book,	Andrews' Latin Reader.
“	“ Sallust.
“	Spencer's Cæsar's Commentaries.
“	Cooper's Virgil.
“	Johnson's Cicero's Orations.
“	Lincoln's Livy.
“	Anthon's Horace.
“	“ Greek Prose Composition.
“	“ Latin “ “
“	Latin Versification.

3. CHEMISTRY AND PHYSICS.

Chemistry,	Renwick's Principles.
“	Fownes'.
“	Liebig's.
Natural Philosophy,	Bird's.

4. PURE MATHEMATICS.

Algebra,	Docharty's Institutes.
Geometry (Plain),	“ “
Geometry (Analytical),	Davies'.
Calculus (Differential & Integral),	“
Surveying and Navigation,	“
Logarithms,	Loomis'.
Geometry (Descriptive),	} Manuscript.
Shades and Shadows,	
Linear Perspective,	

5. MIXED MATHEMATICS.

Mechanics of Solids,	Bartlett's.
“ Fluids,	“
“ (Analytical),	“
Acoustics and Optics,	“
Spherical Astronomy,	“
Civil Engineering,	Mahan.
Mechanics of Engineering,	Mahan's Ed. of Moseley.
Field Fortifications,	Mahan.
Topography,	Smith.
Mechanics, &c.,	Buck's Oblique Bridges.
Road Making,	Gillespie.

6. HISTORY AND BELLES-LETTRES.

History,	Wilson's Universal History.
“	{ Putz's Hand-book of Mediæval Ge-
	{ ography and History.
Rhetoric,	Day's Rhetoric.
“	Jamieson's Rhetoric.
Oratory,	Marshall's Oratory.
“	Lovell's U. S. Speaker.
“	Sargeant's Speaker.
Elocution,	How's Elocutionist.
Atlas,	Johnson's National Atlas.

7. ENGLISH LANGUAGE AND LITERATURE.

Dictionary,	Webster's (Unabridged.)
“	Reid's Etymological Dictionary.
Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar.
“	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
American Literature,	Duyckinck's Cyclopadia.
English Literature,	Chambers' Cyclopadia.

8. FRENCH LANGUAGE AND LITERATURE.

FRENCH LANGUAGE,	Noël and Chapsal's Grammar.
“	{ Robinsonian System of Teaching
	{ French.
Reading Book,	Roemer's Elementary Reader.
“	“ Second French Reader.
“	“ Polyglot Reader.
“	“ French Idioms.
“	Racine, Molière.
Pronunciation,	Vannier's Pronunciation.
Dictionary,	Dictionnaire l'Academie.
“	Spiers' and Surènné's.
“	Surènné's.

9. SPANISH LANGUAGE AND LITERATURE.

Grammar,	Ollendorff's.
“	Sales'.
Dictionary,	Neuman and Baretti's.
“	Valasques' (large.)
Reading Book,	Ascagorta's History.
“	Quintana's—Español Celebres.
“	“ Tesoro del Pernaso—
	Español.
“	Don Quixote.
“	Morales' Spanish Reader.
“	Moratin's Comedies.
“	Pizarro's Phrase Book.
“	Iriarte's Fables.
“	Butler's Spanish Teacher.

10. GERMAN LANGUAGE AND LITERATURE.

Grammar,	Glaubensklee's Grammar.
“	Heyse's Grammatik.
Dictionary,	Elwell's.
“	Flügel's.

Reading Book,	Benedix Lutsplele.
“	Flaxman's Dialogues.
“	Glaubensklee's Reader.
“	Gœthe's Egmont.
“	Oltrogge's Lesebuch.
“	Schiller's Marie Stuart.
“	Schiller's William Tell.

11. NATURAL HISTORY, ANATOMY, PHYSIOLOGY AND HYGIENE.

Introduction to the Sciences,	Chambers.
Natural History,	{ Schodler's and Medlock's Book of Nature.
“	
Physical Geography,	Guyot's Earth and Man.
Geology,	Somerville.
Mineralogy,	Lyell.
Physiology,	Dana.
“	Carpenter.
	Lambert.

12. DRAWING.

Doctrine of Forms,	{ <i>Manu-</i> <i>script.</i>	Course of Ornamental, Classic, Gothic, and Renaissance.
Elements of Drawing,		
Industrial Drawing,		
Architecture, examples in Classic, Gothic, and Byzantine styles.		Study of the Antique (Elgin Mar- bles), with external Anatomy applied to the Figure.
Architectural Orders and Mould- ings.		

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exercises in Composition and Declamation. Weekly Lectures are also delivered to the same class in the department of Natural Sciences.

Lectures on Popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and application to manufactures and to decoration, are delivered to the Junior Class (first term.)

Themes and Forensic Discussions, and original Declamations, are required as regular exercises from the Class ; and in their second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior Class, Lectures are delivered on Ancient and Modern Inventions ; and the second term, Weekly Lectures on the most Celebrated Constructions of Ancient and Modern Times ; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States ; on Intellectual and Moral Philosophy ; on the Formation and Structure of the Greek and Latin Languages ; on the History of the English Language and Literature ; on the History and Formation of the French Language ; and on the History and Formation of the German Language and Literature.

Weekly Lectures are delivered to the Sophomore Class (first term) on Political Economy.

Lectures, also, on the Spanish Language and Literature.

Weekly Lectures are delivered to the Introductory Class, in the Department of Natural Sciences, on Astronomy, Geology, Human Physiology, Physical Geography, Anatomy, etc.

Lectures on History are also delivered to the Freshman and Sophomore Classes.

XVII.—COMPOSITION AND DECLAMATION.

Students are required to be exercised in Composition and Declamation once a month, during the year.

XVIII.—NUMBER OF STUDENTS.

(A.) The whole number of Students (including Classical and all others) taught in the Academy during the first Academic term, ending on the 14th day of February, 1861, was six hundred and seventy-five (675), including five Resident Graduates.

The whole number of Students (including Classical and all others) taught in the Academy during the second Academic term, ending on the 16th day of July, 1861, was six hundred and thirty-nine (639), including five Resident Graduates.

(B.) The whole number of Students (including Classical and all others) taught in the Academy during the said Academic year, ending on the said 16th day of July, 1861, was six hundred and seventy-seven (677.)

(C.) The whole number of Students belonging to the Academy on the said 16th day of July, 1861, or who belonged to it during part of the year ending on that date, and who are claimed by the Board of Education to have pursued for four months of said Academic year, or upwards, Classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents of the 20th of October, 1853, was six hundred and thirty-five (635.)

A schedule of the names, ages, and studies of the said Students, so claimed by the said Board of Education to have pursued classical studies, or the higher branches of English education, or both, is hereunto annexed, duly verified by oath, as required by the law of the State, and the ordinance of the Regents.

XIX.—PRICES OR RATES OF TUITION.

The institution being supported by the city, no charge is made for tuition.

XX.—GRATUITOUS INSTRUCTION.

Instruction is gratuitous to all the Students of the Academy.

XXI.—ACADEMIC TERMS, VACATIONS, COMMENCEMENT, Etc.

The Academic year is divided into two terms ; the first commencing on the third Wednesday of September, and ending on the Friday preceding the first Monday of February ; the second commencing at the end of the first examination (which continues eight days), and ends on the Tuesday before the third Wednesday of July in each year.

VACATIONS.

There are three vacations in each Academic year ; the Summer Vacation, from commencement to the Tuesday before the third Wed-

nesday in September, inclusive ; the Winter Vacation, from the 25th day of December to the 1st day of January, inclusive ; the Spring Vacation, from the last day of April, inclusive, one week.

There are no Academic exercises on Saturday, on the day celebrated as the anniversary of American Independence, and on Thanksgiving Day.

END OF ACADEMIC YEAR, AND COMMENCEMENT.

The Academic year of the Academy ends on the *Tuesday before the third Wednesday of July*, in each year, and on which day the Annual Commencement takes place.

XXII.—SUMMARY STATEMENT OF THE AVERAGE EXPENSES OF STUDENTS IN THE ACADEMY, FOR TUITION, BOARD, ETC.

The Academy being supported by the city, no charge is made for tuition or board. Students are not allowed to remain in the Academy after the daily exercises are over. They reside or board with their parents or guardians.

XXIII.—BOOKS, ETC., RECEIVED FROM THE STATE.

The books received from the State, through the Regents of the University, or otherwise, for the use of the Academy, and now in its library, in good condition, are the following :

Natural History of the State of New-York.....	15 vols.
Documentary History of New-York (4to.).....	4 “
Colonial History of New-York (4to.).....	10 “
“ “ “ (8vo.).....	2 “
Census of the State of New-York, for 1855.....	1 “
Reports of the Regents of the University, for 1857-8-9....	3 “
Catalogue of the New-York State Library.....	3 “
New-York Meteorology, 1826-1850.....	1 “

XXIV.—PHYSICAL EDUCATION.

No distinct or separate provisions are made for physical education.

TERMS OF ADMISSION, EXAMINATION, ETC.

The examination of candidates for admission takes place immediately after the general examination in July, and continues at the same hours every day until concluded. No student can be admitted to the Academy unless he resides in the city, be fourteen years of age, shall have attended the Common Schools in the city twelve months, and pass a good examination in

Spelling,	Algebra, as far as quadratic equations,
Reading,	inclusive,
Writing,	Geography,
English Grammar,	History of the United States,
Arithmetic,	Constitution of the United States,
Elementary Book-keeping.	

No candidate can be examined for admission unless he shall present to the Principal of the Academy a certificate in the form prepared by the Executive Committee, signed by the Principal of the School or Schools of which he has been a member, and specifying the age of the candidate, the Common Schools of this city which he has attended, and the length of time of his attendance in each. If the number qualified for admission be more than can be admitted, the preference is to be given to those who have attended the Common Schools the greater period.

At either of the regular examinations, members may be admitted to one or all of the classes, to pursue the studies of any one or more departments, provided they shall have attended the Common Schools the requisite period—shall be of the proper age—shall pass an examination in the requisites for admission, and also an examination satisfactory to the Faculty, in the previous studies of the class or departments to which they wish to be admitted.

No person is allowed to be present at the examination for admission except the instructors in the Academy, the members of the Board of Education, and other school officers; neither the names of the candidates, nor the Schools from which they come, are made known to the instructors conducting the examinations, but each candidate is designated during such examination by a number given to him on a card by the Principal.

Those students only who are afterwards ascertained to have passed a good examination, are admitted, and their names entered upon the rolls of the Academy.

There are two examinations during the Academic year. The first, commencing on the first Monday of February, is held for the purpose of testing the capacity of the student for advancement, and continues eight days. The second (for advancement), commencing on the third Monday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the Introductory Class are not allowed to advance to the Freshman Class unless they are qualified in every respect, according to the By-Laws of the Board of Education.

The members of each class are examined by oral and written questions in the same study.

The admission of candidates takes place but once in the Academic year, and not semi-annually, as heretofore; but candidates may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission, as to attendance at the Common Schools, shall be of the proper age, shall pass an examination in the requisites for admission, and an examination, also, satisfactory to the Faculty, in the previous studies of the class or department to which they wish to be admitted.

COURSE OF STUDIES.

The course of studies pursued in the Academy are the following, and are at the option of the students, viz :

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The full course of Ancient Languages comprises Latin, Greek, and any modern language, at the option of the student.

The choice of each student as to the course of studies he wishes to pursue must be made in writing, at the time of his admission, and registered and filed at the Academy. It must be made by the parent or guardian, or by the parent or guardian be submitted in writing to the discretion of the Faculty.

The classes are annual, and the full course of studies embraces five years, of two terms each.

DEGREES.

The Board of Education is authorized by law to confer the usual Collegiate Degrees, on the recommendation of the Faculty. The degrees are *Bachelor of Arts*, for those who have pursued a full course with ancient languages; *Bachelor of Sciences*, for those who have pursued a full course with modern languages; and the degrees of *Master of Arts* and *Master of Sciences*.

The Faculty recommend no one as a candidate for either degree whose average standing in any study of the Senior year has fallen below three fifths of the maximum. Each member of the graduating class is required to write a composition for oral delivery, to be sent in one week before Commencement. Orations and dissertations written for this occasion are not to exceed ten minutes each in length, with the exception of the Valedictory, Salutatory, and Philosophical Orations, which may be extended to twelve minutes.

A Bachelor of Arts, or of Sciences, of three years' standing, may be admitted to the degree of *Master of Arts*, or to that of *Master of Sciences*, provided he show, to the satisfaction of the Faculty, that in the interval he has been engaged in some literary or scientific pursuit, and has sustained a good moral character; application to be made either personally or by letter, at least one month before Commencement, accompanied by an original paper, on any subject, and certified under his own hand to be his own composition, written within six months before his application.

LIBRARY.

The Library contains a large collection of valuable and well selected books, and is increasing by the additions being made to it, from time

to time, by funds appropriated by the Regents of the University of the State of New-York, from the Literature Fund, and from donations and bequests by private citizens.

Students of the Senior, Junior, Sophomore, and Freshmen Classes, are allowed to draw books from the Library on alternate Fridays during term time, under certain conditions. Those who do not obtain *two thirds* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to the privileges of the Library.

The Professors and Tutors have access to the Library at all times, and enjoy the right of taking books therefrom, under certain restrictions ; and also the privilege of consulting the books in the Library, at all hours of the daily session of the Academy, on application to the Librarian. No books can be taken from the Library, *under any pretence whatever, by any person*, without the authority of the Librarian, and every book so taken is recorded in a register provided for that purpose.

No Library book is allowed to be retained by any instructor or student for a longer period than two weeks, without renewal.

Penalties are attached for defacing, mutilating, or losing books.

All books, whether Library books, books of reference, or text-books, delivered to any instructor or student, constitutes a charge against him of the cost of the book, to be paid for by him unless it be returned in good condition, or its loss or injury satisfactorily accounted for to the Librarian ; *and in case of a student, unless it be paid for, or replaced without delay, he is liable to be dismissed from the Academy.* In cases of carelessness, and wanton injury of the books, punishment may be inflicted in addition to reparation.

It is believed that in a few years the Academy will possess one of the most valuable college Libraries in the State. It contains many works which probably can be found in but few even of our public libraries. The works are mostly of a scientific and general character, and it contains a very limited number of works of a light and ephemeral character. In selecting books for the Library, particular reference is had to the wants both of the Instructors and Students.

MEDALS AND TESTIMONIALS.

The Pell Medal.

In 1849, Duncan C. Pell, Esq., placed in the hands of Trustees \$500, to be invested, and the income to be applied annually, forever, to procure a gold medal, to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

In 1856, the above-named donor, by a deed of trust, authorized the Trustees of the said Fund, if to them it should be deemed expedient, to devote a portion of the income of the Fund invested in procuring a *silver medal*, to be awarded, from time to time, to such student as might become entitled thereto.

Present Trustees of the Fund.

WILLIAM E. CURTIS, Esq.
HORACE WEBSTER, LL. D.
SHEPARD KNAPP, Esq.

The Burr Medal.

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, forever, to the best mathematician in the highest class in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms as the above.

Present Trustees of the Fund.

HORACE WEBSTER, LL. D.
ERASTUS C. BENEDICT, Esq.
HUGH G. CROZIER, Esq.

The Cromwell Medal.

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the trustees annually, forever, to the best scholar in History and Belles-Lettres in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms and conditions as the foregoing.

Present Trustees of the Fund.

HORACE WEBSTER, LL. D.

CHARLES EDWARD ANTHON, A. M.

ERASTUS C. BENEDICT, Esq.

Ward Medals.

In 1853, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the Free Academy, and their successors in office, established the Ward Medals, viz., twenty Bronze Medals, to be awarded, annually, at the Commencement, one for each of the subjects mentioned, to the student who shall have made the greatest proficiency therein, provided he shall have regularly pursued such study for not less than two months of the Academic year then closing; a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

No. Subject to be engraved on the Medal.

- A. Chemistry.
- B. History, Natural.
- C. Philosophy, “
- D. Philosophy, Moral.
- E. Law.
- F. English.
- G. Greek.
- H. Latin.
- I. French.
- J. Spanish.

No. Subject to be engraved on the Medal.

- K. German.
- L. Oratory.
- M. Composition.
- N. Logic.
- O. Geography, &c.
- P. History.
- Q. Drawing.
- R. Algebra and Geometry.
- S. Engineering.
- T. Hygiene.

Present Trustees of the Ward Medals.

HUGH G. CROZIER, Esq.

JAMES M. TUTHILL, Esq.

HUBBARD G. STONE, Esq.

ANDREW V. STOUT, Esq.

SAMUEL B. H. VANCE, Esq.

JAMES MACKEAN, Esq.

DENIS MCCARTHY, Esq.

HORACE WEBSTER, LL. D.

AWARD OF MEDALS AND PRIZES

AT COMMENCEMENT, JULY, 1861.

The annual award of Medals and Prizes at the Commencement of the Free Academy, July 16, 1861, was made upon the terms and conditions heretofore mentioned, and was as follows, viz :

The Pell Medal.

First Prize, Gold Medal.

TO GILBERT MOLLESON ELLIOTT, of the Senior Class.

Second Prize, Silver Medal.

TO OTTO EMILE MICHAELIS, of the Junior Class.

Third Prize, Silver Medal.

TO AUGUSTUS DENNIS FITCH, of the Junior Class.

The Burr Medal.

First Prize, Gold Medal.

TO GILBERT MOLLESON ELLIOTT, of the Senior Class.

Second Prize, Silver Medal.

TO JOSEPH SIMEON WOOD, of the Senior Class.

The Cromwell Medal.*First Prize, Gold Medal.*

TO GEORGE WASHINGTON ROBERTS, of the Senior Class.

Second Prize, Silver Medal.

TO EUSTACE WHIPPLE FISHER, of the Sophomore Class.

The Ward Medals.

For Chemistry.....	to Frederick J. Slade, Senior Class.
" Natural History.....	" William F. West, Senior Class.
" Natural Philosophy.....	" Otto E. Michaelis, Junior Class.
" Moral Philosophy.....	" Gilbert M. Elliott, Senior Class.
" Law.....	" Edwin F. Hyde, Senior Class.
" English.....	" Sidney H. Stuart, Jr., Junior Class.
" Greek.....	" Gilbert M. Elliott, Senior Class.
" Latin.....	" Gilbert M. Elliott, Senior Class.
" French.....	" Edward K. Goodnow, Sophomore Class.
" Spanish.....	" Gilbert M. Elliott, Senior Class.
" German.....	" Joseph Koch, Junior Class.
" Oratory.....	" Gilbert M. Elliott, Senior Class.
" Composition.....	" Gilbert M. Elliott, Senior Class.
" " 2d Medal.....	" William F. West, Senior Class.
" Logic.....	" James M. Trippe, Junior Class.
" Astronomy.....	" Wilson Berryman, Junior Class.
" History.....	" William H. Roberts, Sophomore Class.
" Drawing.....	" James W. Robinson, Sophomore Class.
" Algebra and Geometry.....	" Ira Remsen, Introductory Class.
" Engineering.....	" William C. Kimball, Senior Class.
" Hygiene.....	" Gilbert L. Morse, Sophomore Class.

In addition to the Students named above, the following received Certificates, stating that the recipients of said Certificates were equal

in merit, in the respective departments, with those who received the medals :

In Moral Philosophy—S. M. B. Hopkins, Frederick H. Man, James H. Pullman, William H. Sanger, George W. Thurston, of the Senior Class.

In Law—Gilbert M. Elliott, S. M. B. Hopkins, William C. Kimball, James H. Pullman, of the Senior Class.

In English—Augustus D. Fitch, Otto E. Michaelis, George G. Needham, James M. Trippe, of the Junior Class.

In Logic—Wilson Berryman, Eldred A. Carley, Augustus D. Fitch, Otto E. Michaelis, of the Junior Class.

In Astronomy—Augustus D. Fitch, Otto E. Michaelis, James M. Trippe, of the Junior Class

MONEY PRIZES—1861.

According to the conditions before mentioned, the following money prizes were awarded at the Commencement, July, 1861 :

A prize of five dollars to each of the following students, who received one medal each :

FREDERICK JAMES SLADE,	JOSEPH KOCH,
CHARLES EDWARD TAYLOR,	JAMES MATTHEWS TRIPPE,
OTTO EMILE MICHAELIS,	WILSON BERRYMAN,
EDWIN FRANCIS HYDE,	JAMES WHITING ROBINSON,
SYDNEY H. STEWART, Jr.,	IRA REMSEN,
EDWARD KIRKE GOODNOW,	WILLIAM C. KIMBALL,
GILBERT L. MORSE.	

A prize of fifteen dollars to WILLIAM HENRY ROBERTS, of the Sophomore Class, he having received two medals.

A prize of one hundred and fifteen dollars to GILBERT MOLLESON ELLIOTT, of the Senior Class, he having received eight medals.

PRIZES FOR DECLAMATION—1861.

PROSE.

The Annual "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION," for excellence in *Public Speaking*, was awarded by the Committee on Prize Speaking, and upon the terms and conditions heretofore set forth :

To LAWRENCE KIERNAN, of the Senior Class, a copy of "Irving's Life of Washington."

P O E T R Y .

The Annual "PRIZE TO THE BEST DECLAIMER OF A SELECTED POEM," was awarded by the Committee on Prize Speaking, and upon the conditions heretofore mentioned:

To JOHN DEACON, of the Sophomore Class, a copy of "Chambers' Cyclopædia of English Literature."

PRIZE FOR TRANSLATION FROM FRENCH.

The Annual Prize for the best translation from the French into English, offered by a gentleman of this city, was awarded

To EDWIN F. HYDE, of the Senior Class, a copy of the "Illustrated Works of Racine."

ANNUAL PRIZES FOR PROFICIENCY IN FRENCH.

The Annual Prizes of the "PROPRIETORS OF THE COURRIER DES ETATS-UNIS," was awarded, upon the conditions heretofore set forth:

Freshman Prize.

To MARTIN LUTHER CROWELL.

Introductory Prize.

To HENRY LUCRETIVS KING.

PRESENTATION OF TESTIMONIALS, ETC.—1861.

Testimonials of proficiency were presented

By Prof. DOREMUS,

To URBAN G. HITCHCOCK, of the Freshman Class, for the best notes of his Lectures on *Physical Geography*, a copy of "Humboldt's Works."

By Prof. OWEN,

To MARINUS W. BANCER, of the Senior Class, for excellence in Latin, a copy of "Owen's Commentaries."

By Prof. GIBBS,

To WILLIAM F. WEST, of the Senior Class, for excellence in Chemistry, a copy of "Regnault's Chemistry."

By Prof. ROEMER,

To DANIEL JACKSON, of the Sophomore Class, a certificate of excellence in French.

HONORS.

Valedictory Address..... GILBERT M. ELLIOTT.

Salutatory Address..... WILLIAM C. KIMBALL.

Third Honorary Oration..... EDWIN F. HYDE.

Fourth " " WILLIAM H. SANGER.

Fifth " " EVANDER CHILDS, Jr.

Sixth " " JOSEPH S. WOOD.

DEGREES CONFERRED—JULY, 1861.

GRADUATING CLASS.

Bachelors of Arts.

Bancker, Marinus Willett,	Morrison, James Edward,
Cooper, George Campbell,	Murphy, James,
Cox, Edwin Marion,	Orr, Robert,
Crosby, William Bedlow, Jr.,	Raymond, James Loder,
Elliott, Gilbert Molleson,	Roberts, George Washington,
Hayes, Charles Gregory,*	Selvage, Henry Clay,
Hopkins, S. Milford Blatchford,	Slade, Frederick Jarvis,
Hopping, Edward Campfield,	Terry, David Dean,
Hyde, Edwin Francis,	Thurston, George Washington,
Kelly, Edward,	Turner, John Hamilton,
Kennedy, Thomas Jefferson,	Vienot, Emile,
Kiernan, Lawrence,	Watson, George Winslow,
King, James, Jr.,	Weldon, John, Jr.,
Kirkland, Charles Pinkney,	West, William Frederick,
Little, William,	White, Jefferson Howard,
Lowery, James Patchell,	Willson, Thaddeus,
Man, Frederick Halsey,	Wood, Joseph Simeon,
McGeorge, William, Jr.,	Young, Nathaniel.

* Of the Class of 1855.

Bachelors of Sciences.

Ascough, Theodore Galpin,	Kennedy, Theodore Ward,
Briggs, Benjamin Mills,	Kimball, William Cargill,
Childs, Evander, Jr.,	Kingsland, Phineas Channing,

Mitchell, Roland Greene, Jr.,	Speir, Archibald Walker,
Pullman, James Henry,	Starkey, David James,
Sanger, William Henry,	Taylor, Alfred Henry,
White, Cyrus Barker.	

A L U M N I .

Masters of Arts.

Banks, William Mellen,	Hallock, William Kingsland,
Beneville, Emilie Jean,	Ketchum, Alexander Phoenix,
Crowther, Thomas,	McKee, Thomas Jefferson,
Godwin, James,	Tompkins, Elliott Dunham,
Vehslage, Henry, Jr.	

Master of Sciences.

Pullman, John Wesley.

ALUMNI OF THE FREE ACADEMY.

B A C H E L O R S .

Class of 1853.

Birdsall, George Woodbridge,	Hardy, John,
Brant, James Randolph,	Holt, Charles Lorin,
Clark, George Lewis,	Hubbell, Charles Wheeler,
Compton, Alfred George,	Rayner, Benjamin Stewart,
Corwin, Edward Tanjore,	Seligman, Isaac,
Donahue, John Henry,	Sparrow, George,
Gray, Giles Hubbard,	Steers, Jacob Rich,
Grout, Thomas Jefferson,	Ward, Elijah,
Wightman, James Stillman.—17.	

Class of 1854.

Anderson, Joseph,	Little, James Andrew, Jr.,
Belfour, Edward,	Moulton, Francis Depau,
Cruikshank, William,	Nixon, George,
Denny, John Tappan,	Post, George Edward,
Donahue, James Michael,	Velsor, Joseph Alexander,
Douglass, Eugene,	Walsh, De Witt Clinton,
Duncan, Peter Hopkins,	Weir, Robert Fulton,
Forbes, John McLachlan,	White, Charles Belden,
Gray, William Neil,	White, George W.,
Kimball, Rodney Glentworth,	Wightman, Edward King.—20.

Class of 1855.

Abel, V. Henry,
 Adams, William Menzies,
 Allendorff, Charles Wesley,
 Alvord, Alwin Alonzo,
 Babcock, Hamlin,
 Baldwin, Simeon, Jr.,
 Bayles, Lewis Condict,
 Brinkerhoff, Walter,
 Church, Elihu Dwight,
 Cole, William Madison,
 Daly, Charles,
 De Camp, William Henry,
 Fernandez, Luis,
 Gardner, Andrew Jackson,
 Grant, James Henderson,
 Greenfield, George Jackson,

Hayes, Charles Gregory,
 House, Samuel Boardman,
 Jessop, Samuel,
 Keyser, Robert Blair,
 Kimball, Warren Woods,
 Lee, Benjamin Franklin, Jr.,
 Macfarlane, Hugh, Jr.,
 Mason, Francis Asbury,
 Mason, James Weir,
 Post, Henry Albertson,
 Raymond, Russell,
 Rowell, Alfred,
 Saunders, Thorndyke Freeman,
 Searle, Dayton Wyckoff,
 Wight, Peter Bonnett,
 Wightman, Charles S.—32.

Class of 1856.

Baker, Colgate,
 Davis, Henry, Jr.,
 Hatfield, Robert Frank,
 Howe, John, Jr.,
 Jasper, John, Jr.,
 Kenyon, John,
 Leeds, Frederick Augustus,
 McMullen, Arthur,
 McMullen, Francis,
 Müller, Adrian Herman, Jr.,

Pinkney, Howard,
 Pratt, Charles Henry,
 Ranney, Julius Harris,
 Rising, Franklin Samuel,
 Sherman, Henry,
 Sturgis, Russel, Jr.,
 Van Buren, James Lyman,
 Walker, Aldace Atwood,
 Ward, John Edward,
 Wheeler, Everett Pepperell.—20.

Class of 1857.

Abbe, Cleveland,
 Babcock, Jared Starr,

Banning, Wells Tanner,
 Bell, Joseph William,

Bloomfield, Smith,	Kitchel, Charles Henry,
Brush, Charles Theodore,	McMullen, Patrick,
Church, James Austin,	Maxwell, Samuel, Jr.,
Denman, William Miller,	Myers, Oscar,
Fanning, David Green,	Roberts, John Sinclair,
Fiske, Samuel Nelson,	Solomon, Nathan,
Hawes, George Elias,	Van Deusen, Sylvester,
Jelliffe, Samuel Gould,	Van Sicklen, George West,
Werner, Adolph.—21.	

Class of 1858.

Banks, William Mellen,	Kursheedt, Manuel Augustus,
Beneville, Emil Jean,	McKee, Thomas Jefferson,
Blake, Theodore Augustus,	Moriarty, Henry Edward,
Childs, Frederick Augustus,	Pettigrew, John Fisher,
Clark, John,	Plyer, Charles Whiting,
Crowther, Thomas,	Pullman, John Wesley,
Ely, John Andrews,	Sands, Walter Seabury,
Godwin, James,	Sloan, Henry King,
Hallock, William Kingsland,	Sturges, Peter Demarest,
James, Charles Arthur,	Tomkins, Elliot Dunham,
Ketcham, Alexander Phœnix,	Utter, George Spencer,
Kirkland, William,	Vehslage, Henry, Jr.,
Whittemore, Samuel.—25.	

Class of 1859.

Appleton, John Perrin,	Gardner, Asa Bird,
Boarer, James,	Gilley, Franklin William,
Carolin, John Aloysius,	Howland, Elijah Alvord,
Dresser, Horace Erastus,	Hudson, Wilbur Fisk,
Elliot, Richmond Bullock,	Ireland, Oscar Brown,
Fackler, David Parks,	Knox, James,
Fitzpatrick, James Charles,	Lozier, Abraham Witton,

Mackie, Simon Frazer,
 Man, William,
 *Martin, Benjamin Ellis,
 Merritt, Mortimer Charles,
 Quin, William Bernard,
 Sanders, Reid,
 Seaman, James Alfred,
 Sherman, Gardner,

Southworth, Joseph,
 Sullivan, Dennis Francis,
 Sutton, John Joseph,
 Tanzer, Arnold,
 Tisdall, Fitzgerald,
 Wood, Edward Augustus,
 Woodruff, Lockwood De Forest,
 Woolf, Solomon Israel.—30.

Class of 1860.

Adams, Samuel Gardner,
 Allison, Thomas,
 Balch, Charles Leland,
 Black, George Alexander,
 Bradley, Edward Augustus,
 Buckmaster, John William,
 Chappell, William,
 Choller, Byron Edgar,
 Connor, Rowland,
 Crocheron, Reuben,
 Crosby, Franklin Butler,
 Delaney, John,
 De Peyster, Frederick James,
 De Peyster, Jacob Ashton,
 Dwight, Melatiah Everett,
 Easton, Robert Thomas B.,
 Goodwin, Frederick Jordan,
 Grant, Richard Suydam,
 Gray, William Cullen Bryant,
 Hart, Henry Le Baron,
 Hiscox, Freeman,
 Hobart, Frederick,
 Hyatt, Stephen Burdett,

James, Josiah,
 Keith, Charles Clarence Tracy,
 Ketcham, Edgar, Jr.,
 Loveridge, Henry,
 Mackellar, Thomas,
 Markoe, Francis,
 McCutcheon, Edward,
 Meeks, Edward Bartlett,
 Nesbit, Alexander,
 O'Brien, William,
 O'Neil, Henry Patrick,
 Rawolle, Frederick,
 Sherwood, Scott Rathbun,
 Smith, William Chardavoyne,
 Thurman, William,
 Torrey, Herbert Gray,
 Trainor, Eugene Francis,
 Tramain, Henry Edwin,
 Van Boskerk, Richard T.,
 Weightman, George, Jr.,
 White, Henry Kirke,
 Wood, Joseph Lane Richardson,
 Young, Edward Francis.—46.

* Having pursued a partial course and received honorable testimonials.

Class of 1861.

Ascough, Theodore Galpin,
 Bancker, Marinus Willett,
 Briggs, Benjamin Mills,
 Childs, Evander, Jr.,
 Cooper, George Campbell,
 Cox, Edwin Marion,
 Crosby, William Bedlow, Jr.,
 Elliott, Gilbert Molleson,
 Hopkins, S. Milford Blatchford,
 Hopping, Edwin Campfield,
 Hyde, Edwin Francis,
 Kelly, Edward,
 Kennedy, Theodore Ward,
 Kennedy, Thomas Jefferson,
 Kiernan, Lawrence,
 Kimball, William Cargill,
 King, James, Jr.,
 Kingsland, Phineas Channing,
 Kirkland, Charles Pinckney,
 Little, William,
 Lowery, James Patchell,
 Man, Frederick Halsey,
 McGeorge, William, Jr.,
 Mitchell, Roland Green, Jr.,

Morrison, James Edward,
 Murphy, James,
 Orr, Robert,
 Pullman, James Henry,
 Raymond, James Loder,
 Roberts, George Washington,
 Sanger, William Henry,
 Selvage, Henry Clay,
 Slade, Frederick Jarvis,
 Speir, Archibald Walker,
 Starkey, David James,
 Taylor, Alfred Henry,
 Terry, David Dean,
 Thurston, George Washington,
 Turner, John Hamilton,
 Vienot, Emile,
 Watson, George Winslow,
 Weldon, John, Jr.,
 West, William Frederick,
 White, Cyrus Baker,
 White, Jefferson Howard,
 Wilson, Thaddeus,
 Wood, Joseph Simeon,
 Young, Nathaniel.—48.

M A S T E R S .

1856.

Clark, George,
Compton, Alfred George,
Gray, Giles Hubbard,
Grout, Thomas Jefferson,

Hardy, John,
Hubbell, Charles Wheeler,
Rayner, Benjamin Stewart,
Sparrow, George.—8.

1857.

Anderson, Joseph,
Balfour, Edmund,
Corwin, Edward Tanjore,
Douglas, Eugene,
Forbes, John McLachlan,
Kimball, Rodney Glentworth,
Little, James Andrew, Jr.,

Nixon, George,
Post, George Edward,
Wark, Elijah,
Weir, Robert Fulton,
White, Charles,
White, George W.,
Wightman, Edward King.—14.

1858.

Abel, William Henry,
Adams, William Menzies,
Alvord, Alwin Alonzo,
Babcock, Hamlin,
Bayles, Lewis Condict,
Church, Elihu Dwight,
Cole, William Madison,
Daly, Charles,

De Camp, William Henry,
Donahue, Michael James,
Duncan, Peter Hopkins,
Greenfield, George Jackson,
House, Samuel Boardman,
Mason, James Weir,
Post, Henry Albertson,
Raymond, Russell,
Saunders, Thorndike Freeman.—17.

1859.

Howe, John, Jr.,
Jasper, John, Jr.,

Jessop, Samuel,
McMullen, Arthur,

Pinkney, Howard,
Pratt, Charles Henry,
Ranney, Julius Harris,

Rising, Franklin Samuel,
Searle, Dayton Wyckoff,
Wheeler, Everett Pepperell.—10.

1860.

Abbe, Cleveland,
Babcock, Jarad Starr,
Bell, William Joseph,
Bloomfield, Smith,
Brush, Charles Theodore,
Denman, William Miller,
Fiske, Samuel Nelson,

Jelliffe, Samuel Gould,
Keyser, Robert Blair,
Kitchell, Charles Henry,
Maxwell, Samuel, Jr.,
Roberts, John Sinclair,
Solomon, Nathan,
Van Siclen, George West,
Werner, Adolph.—15.

1861.

Banks, William Mellen,
Beneville, Emile Jean,
Crowther, Thomas,
Godwin, James,
Hallock, William Kingsland,

Ketcham, Alexander Phoenix,
McKee, Thomas Jefferson,
Pullman, John Wesley,
Tomkins, Elliott Dunham,
Vehslage, Henry, Jr.—10.

RESIDENT GRADUATES—1860-1861.

Black, George Alexander,
Connor, Rowland,
Easton, Robert Thomas Brown,
Hart, Henry Le Baron,
Meeks, Edwin Bartlett,

34 West Twenty-fourth street.
225 Eighth avenue.
648 Hudson street.
296 Fourth street.
169 Duane street.

EXAMINATION FOR ADVANCEMENT.

February, 1861.

The examination of students for advancement, first Academic term (from February 5th to 14th, inclusive), was conducted in accordance with the rules of the Board of Education, and to which reference has been made, and resulted as follows :

The Senior Class consisted of 48 students, all of whom were advanced.

The Junior Class consisted of 40 students, all of whom were advanced.

The Sophomore Class consisted of 83 students, all of whom were advanced.

The Freshman Class consisted of 159 students, all of whom were advanced.

The Introductory Class consisted of 290 students, all of whom were advanced.

July, 1861.

The examination of students for advancement, second Academic term (from July 1st to July 11th, inclusive), was conducted in the same manner as the previous examination, and the following is the result, viz :

The Senior Class consisted of 48 students, all of whom were graduated.

The Junior Class consisted of 39 students, of whom 37 were advanced, and two were not advanced.

The Sophomore Class consisted of 77 students, of whom 68 were advanced, and nine were not advanced.

The Freshman Class consisted of 134 students, of whom 97 were advanced, and 37 were not advanced.

The Introductory Class consisted of 216 students, of whom 132 were advanced, and 84 were not advanced.

EXAMINATION FOR ADMISSION.

July, 1861.

The examination for admission to the Free Academy commenced July 9th, and ended July 13th, 1861.

Three hundred and sixty-three candidates were presented for examination, from the Grammar Schools of the city, of whom

There were admitted.....	344
And there were rejected.....	19
	<hr/>
Total	363

Of those admitted at said examination, one hundred and sixty-five (165) chose the study of the Ancient Languages, and one hundred and seventy-nine (179) chose the study of the Modern Languages.

SCHEDULE I, shows the number of students admitted and rejected from each School, at each examination, from the organization of the Academy, in 1849, to date.

SCHEDULE II, shows the number of students examined, admitted, and rejected; the number of those who chose the Ancient and Modern Languages; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III, is a list of the names of the students admitted to the Introductory Class, July, 1861; their respective ages; the time in Public Schools; also, the names of their parents or guardians, together with their occupations and residences.

SCHEDULE I.

Showing the Number of Candidates Admitted and Rejected from each School, from February, 1849, to July, 1860, inclusive, as the Schools are now numbered and designated.

School No.	1849.		1851.		1851.		1852.		1853.		1854.		1855.		1856.		1857.		1858.		1859.		1860.		1861.				
	July.		Jan.		July.		Jan.		July.		July.		July.		July.		July.		July.		July.		July.		Total.				
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.			
1.	1	0	1	1	2	0	0	0	0	0	0	0	1	7	2	1	1	0	0	0	1	0	0	0	0	31	9		
2.	7	4	0	0	1	5	0	2	0	2	0	2	0	14	3	3	4	1	1	20	9	1	1	1	5	73	42		
3.	8	3	0	1	2	0	0	0	0	0	0	0	6	7	0	0	0	0	0	0	0	0	0	0	3	27	23		
4.	2	1	0	0	2	1	0	0	0	0	0	0	1	4	1	1	2	0	0	0	1	5	0	0	4	22	5		
5.	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	7	5	
6.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.	12	3	1	5	2	2	0	11	3	9	0	0	1	8	1	1	3	1	1	1	5	0	1	0	0	9	78	0	
8.	7	13	6	3	0	2	1	3	0	1	1	2	0	2	4	0	0	0	0	3	2	0	0	0	0	0	48	52	
9.	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	9	2		
10.	2	3	0	0	0	0	0	0	0	0	0	3	1	4	1	0	0	0	2	2	0	0	0	0	3	19	11	11	
11.	0	0	0	0	1	0	0	0	0	0	1	0	0	7	2	0	9	2	26	1	11	1	3	1	0	2	100	14	
12.	1	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	2	2	1	4	1	0	0	0	0	0	19	15	
13.	2	6	1	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	4	3	0	0	0	0	4	1	19	16	
14.	6	1	3	3	3	2	1	1	0	3	0	3	1	3	6	9	4	4	13	18	2	2	0	0	11	0	102	0	0
15.	9	3	1	2	0	0	0	0	1	1	0	0	0	0	9	0	0	0	0	4	0	2	0	0	2	0	36	0	0
16.	1	4	1	1	0	0	1	1	0	0	0	0	0	2	5	1	0	0	0	0	4	0	0	0	0	0	7	11	11
17.	0	6	0	0	0	5	11	12	8	15	1	0	2	12	3	3	6	7	15	0	16	1	10	3	11	1	144	51	
18.	2	4	0	0	0	0	0	0	0	0	0	3	0	7	1	1	1	2	2	6	4	4	8	0	14	0	47	25	
19.	15	10	6	1	5	6	9	10	2	7	0	4	8	11	0	2	3	1	3	0	13	0	2	3	0	9	1	104	48

[illegible]

RECAPITULATION.

DATES.	Admitted.	Rejected.	Total.
February, 1849.....	143	129	272
July, ".....	58	78	136
February, 1850.....	52	74	126
July, ".....	81	38	119
January, 1851.....	105	53	158
July, ".....	130	65	195
January, 1852.....	130	69	199
July, ".....	131	126	257
July, 1853.....	160	4	164
July, 1854.....	173	14	187
July, 1855.....	323	42	365
July, 1856.....	375	58	433
July, 1857.....	229	34	263
July, 1858.....	347	32	379
July, 1859.....	325	51	376
July, 1860.....	272	49	321
July, 1861.....	344	19	363
Total	3,378	935	4,313

SCHEDULE II.

Showing the Number of Applicants for Admission to the Free Academy who were Examined, Rejected, and Admitted; the Number of Students who chose the Ancient and Modern Languages; and also the Average Age of the Students admitted, and the average time spent in the Ward Schools for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.	Average Time of Attendance in Public Schools.
						Y. M. D.	Y. M. D.
February, 1849	272	129	143	96	47	13 10 4	3 2 15
July, "	136	78	58	50	8	14 3 5	3 3 0
February, 1850	126	74	52	37	15	14 0 0	2 10 0
July, "	119	38	81	60	21	14 0 18	2 10 3
January, 1851	158	53	105	78	27	13 0 6	2 4 16
July, "	195	65	130	101	29	14 0 6	2 7 7
January, 1852	199	69	130	96	34	13 11 15	2 4 6
July, "	257	126	131	80	51	13 10 0	2 3 11
July, 1853	164	4	160	110	50	14 3 8	3 4 27
July, 1854	187	14	173	123	50	13 7 12	3 2 25
July, 1855	365	42	323	200	123	14 3 10	3 3 29
July, 1856	433	58	375	197	178	14 4 28	3 6 4
July, 1857	263	34	229	144	85	15 0 21	2 0 6
July, 1858	379	32	347	187	161	14 7 9	3 2 5
July, 1859	376	51	325	154	171	15 4 15	3 4 27
July, 1860	321	49	272	139	133	15 1 8	2 11 29
July, 1861	363	19	344	165	179	14 5 2	3 8 24
Total	4,313	935	3,378	2,017	1,362	14 3 6	2 11 21

SCHEDULE III.

Containing a List of the Names of Students admitted to the Introductory Class, July, 1861; their respective ages, the time in Public Schools, the Names and Occupation of their Parents or Guardians, with their Residences.

Number.	Examination Number.	PUPILS.				PARENTS AND GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.	NAMES.	OCCUPATION.
			Y.	M.				
1	115	Adams, George W.	16	2	9	4	Enmons R. Adams	Agent
2	104	Adolphe, Marks	14	4	24	4	Charles Adolphe	Butcher
3	312	Alger, William Gaul	14	4	45	3	Daniel B. Alger	None
4	133	Allen, Theodore Lathrop	14	10	14	6	Moses O. Allen	Clerk
5	279	Allen, William R.	14	8	40	4	William A. Allen	Merchant
6	79	Anderson, Cornelius E.	14	1	40	2	Cornelius V. Anderson	Real Estate Broker
7	93	Arkenburg, Oliver	14	5	9	3	R. H. Arkenburg	Merchant
8	176	Ash, John Warren	15	10	8	3	John Ash	None
9	223	Arnold, Lewis Alex.	16	2	35	3	Lawrence Arnold	Merchant
10	335	Avery, Charles French	14	6	42	5	E. L. Avery	P. Gram. School. No. 42
11	275	Baker, William H.	14	9	40	4	William Baker	Mason
12	61	Bailey, William Cozzens	14	7	40	1	John F. Bailey	R. E. Agent
13	258	Baker, Edward S., Jr.	15	3	40	1	Edwin S. Baker	Broker
14	22	Baldwin, Wm. Skidmore	15	1	44	1	James S. Baldwin	None
15	245	Bancker, Aldert H.	15	1	35	3	Cornelia Bancker	None
16	205	Bandmann, Julius Sol.	14	1	32	2	Solomon Bandmann	Liquor Dealer
17	132	Barnollar, Charles E.	14	2	14	4	Charles Barnollar	Printer
18	253	Barnes, William	15	2	40	5	S. Barnes	None
19	77	Barton, Edward R.	14	2	40	1	J. Graff Barton	Prof. Free Academy
								Broadway, n. 103d st.
								122 Leonard street.
								150 West 42d street.
								77 East 18th street.
								130 East 19 street.
								319 Lexington av.
								11th av. and 69th st.
								122 East 53d street.
								149 West 24th street.
								114 Forsyth street.
								370 Second avenue.
								232 Broome street.
								72 East 41st street.
								162 West 21st street.
								117 West 36th street.
								483 Ninth avenue.
								191 East 26th street.
								190 East 39th street.
								60 East 31st street.

20	107	Behringer, George F.....	14 11	7				Jacob Behringer.....	Butcher	118 Hester street.
21	244	Bergman, Isaac.....	14 7	35	2	6		Louis Bergman.....	Leather Dealer	685 Broadway.
22	84	Blois, Eugene Samuel.....	16 3	40	1	9		Samuel Blois.....	Physician	14 East 28th street.
23	224	Bodine, Hiram A.....	16 1	35	1	1		Mary A. Bodine.....	None	51 Perry street.
24	19	Boland, John Mitchell.....	14 1	40	1	0		Michael Boland.....	Custom House.	194 East 21st street.
25	213	Braisted, Henry Clay.....	16 2	35	4	0		Peter D. Braisted.....	Liquor Dealer.	1 Minetta lane.
26	74	Bramwell, Joseph H.....	14 10	40	3	9		Joseph Bramwell.....	Commission Merchant.	7 West 21st street.
27	86	Brissell, Marcus.....	14 5	40	4	0		John Brissell.....	Leather Dealer.	259 First avenue.
28	328	Britton, Thomas J., Jr.....	14 7	48	1	10		Thomas Jesse Britton.....	Carpenter	344 Seventh avenue.
29	112	Brooks, Alexander.....	17 11	7	3	5		Lawrence Brooks.....	Dancing	361 Broome street.
30	137	Brooks, Elbridge.....	15 4	11	1	7		Elbridge G. Brooks.....	Clergyman	180 West 25th street.
31	326	Brown, Augustus.....	14 0	48	3	5		Erastus Brown.....	Commission	44 West 36th street.
32	314	Brown, Robert.....	17 2	45	2	7		John P. Brown.....	Farmer	61 West 36th street.
33	277	Buchan, Thomas R.....	14 0	40	5	5		James Buchan.....	Soap Manufacturer	376 Fourth street.
34	153	Benditt, Jesse B.....	15 10	3	6	10		Mary Benditt.....	None	268 West 12th street.
35	204	Burnell, Geo. Alexander...	14 9	35	5	8		Benjamin Burnell.....	Painter	9 West 34th street.
36	249	Burnett, Daniel Ang.....	16 0	38	4	9		William R. Burnett.....	Broker	13 Cottage place.
37	147	Cadfrey, Warren.....	14 0	11	5	5		Charles W. Cadfrey.....	Capt. Police.	142 West 17th street.
38	85	Carley, Thomas Francis...	14 1	40	3	10		Edmund Carley.....	Gas Fitter	371 First avenue.
39	162	Carr, Henry Samuel.....	15 5	17	1	0		David Carr.....	Merchant	110 West 48th street.
40	185	Casey, John.....	15 10	23	3	1		Michael Casey.....	Custom House.	58 West Broadway.
41	219	Casey, Joseph James.....	16 6	35	1	6		James Casey.....	Liquor Dealer.	50 James street.
42	300	Casserly, Joseph Francis...	14 8	49	6	0		Maria Casserly.....	None	621 Third avenue.
43	349	Chambers, Arthur D.....	14 4	45	5	6		Talbot Chambers.....	Clergyman	70 West 36th street.
44	23	Chadsey, Charles Ang.....	15 8	14	4	2		S. G. Chadsey.....	Seaman	113 East 33d street.
45	53	Clark, Barnard Stearns...	18 6	45	4	11		Allen Clark.....	None	199 West 30th street.
46	301	Clark, James Wheaton.....	16 5	45	2	4		James Clark.....	R. E. Agent.	80 West 26th street.
47	220	Clifton, Frank John.....	16 6	35	3	6		Hester L. Rowe.....	None	281 Lexington ave.
48	8	Cohen, Alfred.....	14 5	15	1	4		Mayer Cohen.....	Jeweller	250 Second street.
49	34	Cohen, Eleazer.....	15 9	35	4	11		Samuel Cohen.....	None	105 Waverley place.
50	103	Cohen, Vincent.....	14 5	24	4	6		Moses Cohen.....	Clothier	101 Chatham street.
51	39	Condon, James J.....	15 9	11	2	11		George Colyer.....	Foreman	48 Tenth street.
52	286	Condon, John.....	15 9	41	1	9		Francis Condon.....	Tailor	423 West street.
53	355	Connor, Addison.....	14 5	40	1	0		Daniel Condon.....	Mail Collector	99 East 16th street.
54	144	Cook, Moses.....	14 5	11	6	2		Catharine A. Connor.....	None	225 Eighth avenue.
55	189	Cooper, Thomas, Jr.....	14 8	34	4	4		Isaac Cook.....	Merchant	378 Cherry street.
56	255	Cooper, George Gorham	15 11	40	7	2		Thomas Cooper.....	Carpenter	145 East 23th street.
57	139	Cowl, George Gorham	16 9	11	5	10		James Cowl.....	None	224 West 19th street.

PARENTS AND GUARDIANS.

PUPILS.

Number.	Examination Number.	NAMES.	Age.		School No.	Time in Public School.		NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.		Y.	M.			
58	3	Cowley, Thomas Aug.	14	1	18	1	2	Owen Cowley	Produce Dealer	89 West 49th street.
59	296	Cox, Charles	15	9	42	5	3	Thedia	None	166 Elm street.
60	43	Cox, William Henry	14	5	20	6	6	James Cox	Wheelwright	59 Hester street.
61	352	Craft, Philip Edward	15	10	11	3	5	John Fred. Craft	Tobacconist	544 Second avenue.
62	37	Crawford, James, Jr.	14	5	40	6	4	James Crawford	Butcher	123 East 26th street.
63	212	Cunningham, Richard J.	14	0	32	3	10	Patrick Cunningham	Stone Setter	278 Tenth avenue.
64	335	Bateman, Richmond C.	14	5	35	1	6	Hezekiah Bakeman	Agent	259 Greene street.
65	226	Bernheimer Jacques A.	14	5	35	5	6	Isaac Bernheimer	Merchant	144 West 14th street.
66	87	Bernheimer, Jerome	13	10	40	2	11	Herman Bernheimer	Merchant	75 St. Mark's place.
67	117	Bogart, John A.	14	10	9	3	6	Elias Bogart	Milkman	10th ave. & 100th st.
68	152	Campbell, Arthur W.	14	0	3	8	11	Andrew J. Campbell	Tax Commissioner	121 Hanmond street.
69	216	Carlisle, William, Jr.	16	9	35	5	0	William Carlisle	Tailor	283 West 12th street.
70	250	Church, Henry Fred.	15	11	38	4	9	William T. Church	Tailor	24 Le Roy street.
71	7	Cremm Joseph Daniel	14	0	18	2	2	Joseph W. Cremin	Teacher	686 Third avenue.
72	11	Davis, William Hitch.	14	11	40	6	0	Elisha Davis	Clothier	61 St. Mark's place.
73	228	Day, Horace Waldron	16	0	35	3	6	Catharine Day	None	120 Tenth street.
74	263	De Courcy, James	14	10	42	1	11	D. De Courcy	Cutter	69 Canal street.
75	36	De Forrest, Charles R.	15	5	40	2	0	Benjamin De Forrest	Clerk	169 East 15th street.
76	140	Demarest, Charles Wm.	15	5	11	4	11	John H. Demarest	Printer	171 West 20th street.
77	327	Denan, Thomas James	15	1	48	2	10	John Denan	Sailor	471 Seventh avenue.
78	207	Denny, Leonard M.	14	6	32	5	5	Ellen Denny	None	8th avenue & 54th st.
79	164	Dick, William Thomas	15	3	17	2	0	David H. Dick	Occupation not given	105 West 46th street.
80	331	Dickinson, Gustavus D.	16	3	48	1	10	William A. Dickinson	Lumber Merchant	51 West 28th street.
81	56	Dickinson, Howard Cox	14	10	40	4	2	P. K. Dickinson	Shipping Merchant	68 Madison avenue.
82	54	Dickinson, John Porsal	16	10	40	4	0	P. K. Dickinson	Shipping Merchant	68 Madison avenue.
83	5	Dispecker, Benjamin	14	0	15	3	9	Moses Dispecker	Store Keeper	21 Avenue C.
84	95	Docharty, Augustus T.	14	7	40	2	0	Gerardus B. Docharty	Prof. Free Academy	62 East 31st street.
85	78	Dominick, James W., Jr.	16	0	40	1	10	James W. Dominick	Hardware	54 East 29th street.

86	16	Dohrman, James K.	14	9	44	5	1	Catharine Dohrman.	None	79 Bayard street.
87	166	Dudley, Edward B.	14	10	17	2	1	W. J. Dudley.	Brush Manufacturer.	124 West 49th street.
88	25	Dunlap, Moses.	15	9	11	5	2	Rebecca Dunlap	None	252 West 32d street.
89	322	Dunning, Edgar	15	1	48	2	10	William Dunning	Lumber Merchant.	130th street.
90	20	Dye, George Crooks	14	1	48	1	1	Mrs. Dye	Dress Maker	109 West 25th street.
91	304	Eastman, John Cotton.	14	9	45	7	0	O. Eastman.	Secretary	5 Lamartine place.
92	246	Effray, John Andrew	16	10	35	1	3	Felix Effray	Confectionary.	771 Broadway.
93	14	Eickwort, Lewis Theo. S.	14	7	18	6	2	Ernest Eickwort	Tailor	709 Third avenue.
94	357	Elder, Francis	15	0	19	1	3	Henry Elder	Tailor.	206 East 17th street.
95	297	Enrich, Frederick.	14	1	42	1	3	Philip Enrich	Butcher.	33 Hester street.
96	59	Enrich, Fred. Ernest.	14	2	40	6	0	August Enrich.	Music Teacher.	31 Livingston street.
97	281	Entz, Fred. Adolph	16	5	40	1	0	J. F. N. Entz.	Book-keeper	140th street.
98	351	Farley, William B.	16	1	40	1	8	Mary Farley	None	236 East 10th street.
99	317	Fellows, Lewis	15	1	35	5	10	Louis S. Fellows.	Merchant.	55 West 25th street.
100	241	Fellows, Robert	15	1	35	5	10	Louis S. Fellows.	Merchant.	55 West 25th street.
101	362	Ferron, Aug. Daniel.	17	8	11	1	10	Charles G. Ferron	Machinist	292 Eighth avenue.
102	302	Fischer, Charles S., Jr.	14	8	45	3	4	Charles S. Fischer	Pianofortes	241 West 28th street.
103	123	Fisher, Orville.	15	11	13	2	9	Alanson Fisher	Artist	124th street and 3d av.
104	126	Fisher, Samuel Max.	14	2	13	4	6	Max Fisher	Merchant	114 First street.
105	44	Flandreau, Thos. Galway.	14	6	20	6	1	Elijah Flandreau	Cooper.	82 Suffolk street.
106	321	Fletcher, Robert	13	11	48	2	9	Edward H. Fletcher	Bookseller	65 West 44th street.
107	161	Flynn, John Thos. F.	14	11	17	7	6	John Flynn	Carpenter	85 West 45th street.
108	9	Flynn, Michael Joseph	14	7	18	3	2	Thomas Flynn	Stone Cutter	500 Fifth avenue.
109	31	Folsom, Charles Downing.	14	8	40	5	2	Charles J. Folsom	Agent	85 St. Mark's place.
110	363	Frankel, Edward J.	14	6	20	5	4	Julius Frankel	Physician	109 Ludlow street.
111	10	Fry, Edward Watson	14	1	40	5	5	Asa W. Fry	Builder	91 St. Mark's place.
112	269	Fuller, Henry D.	15	9	38	4	8	Jesse Fuller	Cartman	6 Watts street.
113	150	Gedney, William A.	14	3	16	4	8	William H. Gedney	Builder	128 Hammond street.
114	222	Gibson, Henry De Blois.	16	6	35	3	6	George McDonald	Merchant	355 West 22d street.
115	248	Gibson, Robert M.	15	6	35	6	0	Robert P. Gibson	Physician	29 West 11th street.
116	238	Giffing, John F.	14	7	35	1	6	M. E. C. Giffing	None	53 Bank street.
117	285	Gillman, Fred. Oscar	15	8	41	5	10	David Gillman	Optician	15 Charles street.
118	197	Gardiner, George W.	14	11	19	2	10	Samuel M. Gardiner	Book-keeper	69 Second avenue.
119	264	Goodrich, George W.	14	6	42	4	7	Samuel Goodrich	Carpenter	395 Grand street.
120	128	Gordon, Hamil Stephen	15	1	14	1	1	Stephen T. Gordon	Merchant	123 East 24th street.
121	289	Grevatt, John Bennett	14	11	44	5	9	Joseph Grevatt	Agent	355 Broadway.
122	325	Grimmell, Frank S.	14	11	48	3	6	Increase M. Grimmell	Architect	166 West 36th street.
123	75	Grubhut, Benjamin	14	4	44	4	8	James Grubhut	Importer	92 Spring street.
124	313	Gutman, Robt. Schnyder	14	11	45	4	10	Joseph Gutman	Clerk	102 West 36th street.

PUPILS.

PARENTS AND GUARDIANS.

Number.	Examination Number.	NAMES.	Age.		School No.	Time in Public Schools.		NAMES.	OCCUPATION.	RESIDENCE.
			Y.	M.		Y.	M.			
125	345	Haines, Wm. Aug., Jr....	15	9	40	1	0	William Aug. Haines.....	Merchant	177 Madison avenue.
126	324	Hall, Charles Leman.....	14	0	48	3	1	Robert Hall.....	Clerk	62 East 33d street.
127	96	Hallett, William.....	14	4	37	1	5	Adam F. Hallett.....	Policeman	81st street and 3d av.
128	142	Hallock, James Collins....	15	0	11	3	10	James C. Hallowe.....	None	131 West 23d street.
129	125	Halloran, Michael S.....	14	2	13	5	10	John Halloran.....	Mason	162 Third street.
130	82	Harsen, Edward D.....	16	0	19	2	10	William Harsen.....	Machinist.	122 Avenue C.
131	168	Hasson, John Aug.....	14	3	17	6	2	Henry Hasson.....	Contractor	310 West 44th street.
132	62	Hart, Charles.....	16	10	40	2	0	James Hart.....	Merchant	122 Forsyth street.
133	194	Hauser, Samuel.....	15	4	34	2	4	Bernard Hauser.....	Grocer	128 Suffolk street.
134	329	Hawkins, William S.....	15	9	35	2	4	M. E. Hawkins.....	Dressmaker	5 Bank street.
135	109	Hershfield, Abraham.....	14	2	7	3	10	Aaron Hershfield.....	Merchant.	87 Madison street.
136	334	Hess, William Carl.....	14	4	20	1	0	Conrad Hess.....	Turner	105 sixth street.
137	163	Hilderbram, Henry Ed....	15	6	17	9	5	William Hilderbram.....	Expressman	50th street & B'way.
138	273	Hillier, William Henry...	14	9	40	7	3	Thomas Hillier.....	Glove Cleaner	444 Second avenue.
139	196	Hindbaugh, William, Jr....	14	2	35	3	6	William Hindbaugh.....	No occupation given	78 East 28th street.
140	180	Hogan Thomas.....	14	4	23	5	9	Michael Hogan.....	Tailor	22 Mulberry street.
141	83	Hoge, Wm. Lewelleyn....	14	1	40	2	6	Thomas S. Hoge.....	Banker	46 East 24th street.
142	333	Holden, Geo. Herbert.....	16	4	48	1	6	Randall Holden.....	Twine Dealer	108 West 47th street.
143	105	Holland, George.....	14	9	24	1	9	Helen Holland.....	None	33 Park street.
144	284	Holme, William Henry....	15	0	41	6	9	William Holme.....	Soap Manufacturer.	110 Charles street.
145	259	Honigsberger, Aaron.....	14	1	40	2	2	Daniel Honigsberger.....	Laundry	249 Ninth street.
146	24	Horton, Benj. Ogden.....	14	7	14	6	3	Abraham Horton.....	Butcher	116 East 25th street.
147	146	Howland, Wm. Wallace....	15	4	11	6	1	William Howland.....	Engraver	9 Bethune street.
148	188	Hysler, Frederick.....	15	0	28	5	3	Charles Hysler.....	Blind Maker.	207 West 29th street.
149	359	Ingram, John McDonald..	17	2	31	6	7	Thomas Ingram.....	Carpenter	42 Gouverneur street.
150	41	Irwin, Thomas Jefferson..	17	0	40	2	0	George W. Irwin.....	Brick Yard	209 Lexington av.
151	316	Jacobi, Theo. Christian....	14	9	45	3	0	Christian Jacobi.....	Gas Fitter.....	305 Tenth avenue.
152	173	Jaques, Washington Lee...	14	0	8	4	0	Lawrence Jaques.....	Carriage Maker.....	885 Third avenue.

153	267	Jentz, Robert.....	14	6	42	4	1	Frederick Jentz.....	Physician.....	152 East Houston st.
154	184	Jetter, Charles.....	16	8	23	3	1	Philip J. Jetter.....	Barber.....	16 Crosby street.
155	73	Joachimson, Jos. Philip...	14	2	35	5	0	Philip J. Joachimson.....	Lawyer.....	280½ West 19th st.
156	17	Johnson, Frank Mort.....	14	10	40	3	3	J. R. Johnson.....	Commission Merchant.....	28 West 21st street.
157	306	Johnson, Henry Perry.....	15	4	45	5	9	Charles P. Johnson.....	Custom House.....	235 Seventh avenue.
158	68	Johnson, Samuel Fox.....	14	8	35	6	4	Thomas Johnston.....	No occupation given.....	176 Thompson street.
159	70	Jones, Clarence D.....	14	8	35	2	3	Mervin N. Jones.....	Clerk Police Court.....	65 East 12th street.
160	262	Judson, Amos.....	14	4	42	5	9	Warren Judson.....	Inspector.....	150 Delancey street.
161	124	Jordan, Charles.....	14	2	13	4	2	Charles Jordan.....	Agent.....	246 East Houston st.
162	247	Kamm, William, Jr.....	15	10	35	2	0	William Kamm.....	Merchant.....	165 West 34th street.
163	342	Kaplan, Abraham.....	13	11	42	5	2	Herman Kaplan.....	No occupation given.....	294 Grand street.
164	210	Karsch, Edward.....	14	9	32	10	10	John Karsch.....	Tailor.....	495 Eighth avenue.
165	236	Kavanagh, James M.....	16	11	35	0	11½	Mary Kavanagh.....	None.....	85 West 36th street.
166	332	Keegan, Alfred James.....	15	5	48	3	2	James D. Keegan.....	Croton Water Works.....	426 West 25th street.
167	203	Kearney, William.....	14	3	32	6	5	James Kearney.....	No occupation given.....	226 West 30th street.
168	175	Kearney, William James..	16	4	32	4	6	Patrick Kearney.....	Painter.....	123 Fifty-ninth st.
169	199	Keen, Charles W., Jr.....	14	2	18	3	1	Charles W. Keen.....	Painter.....	277½ West 33d street.
170	239	Keeping, Foster.....	14	10	35	3	5½	Richard Keeping.....	Watchmaker.....	852 Broadway.
171	182	Keenan, Pierce, Jr.....	14	10	23	5	7½	Pierce Keenan.....	Laborer.....	51 Mulberry street.
172	60	Keil, George Washington..	15	3	40	2	0	Eliza Ann Kiel.....	Dressmaker.....	186 Third avenue.
173	4	Kellock, Robert Hamilton.	15	0	44	4	10	George Kellock.....	Commissioner.....	123 West 15th street.
174	261	Kelly, John.....	15	3	42	2	6	Christopher Kelly.....	Engineer.....	122 Mott street.
175	172	Kelly, John Joseph.....	14	1	18	1	6	Lawrence Kelly.....	Cartman.....	59th st. and 1st av.
176	254	Kelly, John Miles.....	15	2	40	1	10	Owen J. Kelly.....	Cooper.....	Eighty-third street.
177	232	Kent, James Henry.....	14	4	35	2	6½	James Kent.....	No occupation given.....	330 East 9th street.
178	348	Ketcham, Marcus F.....	17	3	40	6	1	John W. Ketcham.....	Superin't House of Refuge.	Randall's Island.
179	337	Kidd, William Alonzo.....	15	8	35	5	0	William W. Kidd.....	Stage Agent.....	169 West 38th street.
180	171	Kiessling, Francis Wash...	14	9	18	4	1	Peter Kiessling.....	Grocer.....	919 Third avenue.
181	35	Kimball, Charles Otis.....	16	1	40	1	0	Horace Kimball.....	Dentist.....	255 Fourth avenue.
182	190	King, William Ryerson....	14	4	34	4	10	Thomas H. King.....	Ship Joiner.....	63 Clinton street.
183	230	Kissam, William A.....	15	7	35	2	10½	Daniel E. Kissam.....	Physician.....	26 Varick street.
184	6	Korminsky, Henry.....	14	2	44	1	10	Abraham Korminsky.....	Tailor.....	14 Marion street.
185	183	Lee, Hugh.....	14	9	23	6	5	William Lee.....	Merchant.....	532 Broadway.
186	15	Leferts, William Henry....	14	6	40	4	0	Marshall Leferts.....	Merchant.....	428 Fourth street.
187	186	Lergett, William.....	16	7	28	4	5	William V. Lergett.....	Commissioner.....	306 West 43d street.
188	174	Leonard, Wm. Clement....	15	4	18	1	10	Frances Leonard.....	Gardener.....	889 Third avenue.
189	214	Leveridge, Benj. Smith....	15	8	35	2	4½	Charles E. Leveridge.....	Commissioner.....	132 East 31st street.
190	101	Levy, Benj. Constant.....	15	4	2	1	1	Simon Levy.....	Lawyer.....	310 East 10th street.
191	231	Levy, Henry Mark.....	15	0	35	4	10	Caroline Levy.....	None.....	4 Amity place.

PARENTS AND GUARDIANS.

PUPILS.			PARENTS AND GUARDIANS.						
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									Y. M.
192	215	Levy, Mordecai Alex.....	15	2	6	3½	Alexander Levy.....	Liquor Dealer	140 West 22d street.
193	48	Lewins, Lewis.....	16	7	1	3	Joseph Lewins.....	Reporter	90 Avenue A.
194	233	Lewis, William Henry.....	14	10	4	7½	Elizabeth Lewis.....	None	173 West Houston st.
195	167	Lichtenstein, Isaac M.....	14	2	3	9½	Marcus Lichtenstein...	None	207 West 48th street.
196	72	Lippman, Martin.....	14	5	5	5½	Michael Lippman.....	Clothing	162 East 10th street.
197	38	Littell, Marcus.....	14	3	1	2	John Littell.....	House Agent	65th st., near 2d av.
198	97	Long, John.....	14	3	6	2	Patrick Long.....	Bootmaker	85th st. b 4th & 5th a.
199	91	Lord, Benjamin Franklin..	14	7	5	2	Hezekiah F. Lord.....	Conductor	84th st., near 3d av.
200	291	Love, John, Jr.....	14	6	4	10	John Love.....	City Missionary.....	27 Greenwich street.
201	195	Low, Henry.....	14	2	3	4	Bernard Low.....	Tailor	80 Ridge street.
202	106	Luchs, Asher Noah.....	14	0	8	0	Abraham Luchs.....	Shoemaker	543 Hudson street.
203	148	Lyons, William Corwin....	16	6	1	2	George W. Lyon.....	Jobber	397 Sixth avenue.
204	69	Mack, John Alfred.....	14	5	3	11	S. J. Mack.....	No occupation given.....	122 West 23d street.
205	90	Mackean, John.....	14	11	5	2	James Mackean.....	No occupation given.....	91st street, near 3d av.
206	209	Manning, John L.....	14	9	3	8	Isaac Manning.....	Cartman	315 West 36th street.
207	256	Marks, Montague.....	14	9	1	4	Selvin Marks.....	Agent	237 East 30th street.
208	94	Martin, Alfred Dean.....	14	0	2	2	William Martin.....	Superintend't Bible House.	4th av., near 86th st.
209	28	Martin Frederiek.....	14	1	5	4	Lazarus S. Martin.....	Furrier	225 Thompson street.
210	98	McCabe, Edward Henry....	14	1	4	2	Bernard McCabe.....	Tailor	86th st., near 3d av.
211	358	Cantrell, Frank C.....	16	5	3	5	Samuel Cantrell.....	Shoe Dealer	122 Twelfth street.
212	268	McClain, Benjamin H.....	14	4	5	3	Orlando D. McClain.....	Hardware	167 Spring street.
213	294	McCollum, Frank.....	14	7	5	9	John McCollum.....	Mechanic	77 Orchard street.
214	131	McCord, Albert, Jr.....	14	4	5	0	Albert McCord.....	Cartman	149 East 25th street.
215	1	McCormick, Charles H.....	14	1	7	10	S. McCormick.....	Steward	165 Avenue B.
216	160	McCully, James Wilson...	14	8	4	8	James Algeo.....	Grocer	581 Eighth avenue.
217	42	McGowan, Patrick H.....	14	4	4	5	Michael McGowan.....	Boatman	61 Mulberry street.
218	51	McGuire, Philip James....	17	0	6	5	Robert McGuire.....	Cartman	167 Ludlow street.
219	344	McIntyre, James Wm.....	14	2	4	0	William McIntyre.....	Carpenter	68 West Broadway.

220	200	McNinney, John H.	15	9	32	1	10	Owen McNinney.....	Cartman	259 Tenth avenue.
221	354	Meade, Thomas James.....	14	1	18	4	1	John Meade	Carpenter	18 Forty-seventh st.
222	193	Merritt, Henry W.....	15	9	34	3	5½	Manning Merritt.....	No occupation given	556 Grand street.
223	88	Merritt, John Francis.....	15	5	18	6	2	Francis J. Merritt.....	Paper Stainer	5 East 53d street.
224	192	Michaelson, Michael P.....	14	7	34	4	1	Philip Michaelson.....	Box Maker	134 Attorney street.
225	76	Milhan, Frank M.	17	8	40	1	0	John Milhan	Druggist	41 Lafayette place.
226	114	Miller, Francis Frost.....	14	6	7	5	10	Francis M. Miller.....	Physician.....	106 Forsyth street.
227	63	Miller, John Francis.....	15	6	40	1	8	John Miller.....	Sec. Equitable Ins. Co.....	171 East 15th street.
228	218	Miller, Thomas L.....	15	3	35	1	0½	Thomas Miller.....	Merchant	106 Sixth avenue.
229	66	Mills, John Easton	16	6	40	1	3	Andrew Mills	Ship Joiner.....	207 Second avenue.
230	311	Mitchell, Lathus.....	14	5	45	7	4	Ellen Mitchell.....	Vest Maker	333 Eighth avenue.
231	198	Moore, William Ladd	19	0	31	1	2	Herbert T. Moore.....	No occupation given.....	116 Chambers street.
232	89	Morgan, Wm. Mosely.....	15	6	45	4	0	Peter W. Morgan.....	Merchant	57 North Moore st.
233	151	Morris, Charles	14	11	16	4	6	John Morris	Merchant	75 Fourth street.
234	179	Mulrooney, Joseph.....	14	10	23	3	1	Richard Mulrooney.....	Clerk.....	73 Clinton street.
235	170	Murphy, Matthew R.....	14	8	17	6	10	John Murphy.....	Sergeant of Police.....	268 West 49th st.
236	303	Murray, Alex. Marshall...	14	9	45	6	0	James Murray.....	Gas Company.....	59 West 42d street.
237	346	Murray, Geo. Henry.....	14	3	48	2	8	Alexander Murray.....	Pattern Maker	373 Third avenue.
238	65	Needham, Chas. Austin	17	0	40	4	0	Elias P. Needham.....	Melodeon Manufacturer.....	128 East 19th street.
239	127	Newell, Chas. Edward....	16	11	7	1	9½	Charles Newell.....	Manufacturer	48 First street.
240	225	Newton, Henry	17	1	35	2	10½	Hannah H. Newton.....	None	26 West 21st street.
241	341	Newton Isaac	13	11	35	4	0	Deborah Newton.....	None	136 West 23d street.
242	340	Nixon, Henry A.....	13	11	45	4	0	John M. Nixon.....	Merchant	78 East 14th street.
243	252	Noyes, Simon F.....	14	10	39	6	10	H. J. Brown.....	No occupation given	Sylvan place, Harlem.
244	159	Nutting, Lucius Henry.....	14	1	14	3	9½	Lucius B. Nutting.....	Merchant	155 West 38th street.
245	347	Oakley, Walter, Jr.....	15	5	39	5	6	Walter Oakley	Banker	116th st., cor. Av. A.
246	64	Olcott, Ernest Robert.....	14	11	40	1	3	H. W. Olcott.....	Farmer	139 Ninth street.
247	135	Orvis Henry B	14	9	11	5	1	Joseph Orvis.....	Inspector.....	31 East 24th street.
248	120	Owen, George Thomas.....	15	0	10	2	0	Owen C. Owen.....	No occupation given.....	66 Charles street.
249	319	Page, Edward Alex.....	15	4	48	4	10	Thomas Page.....	Mill Manufacturer	192 West 32d street.
250	221	Palmer, Nicholas F., Jr....	14	7	35	1	10	Nicholas F. Palmer	Cashier.....	570 Broome street.
251	102	Paul, Wm. McNetty.....	17	10	2	4	0½	S. P. Paul.....	Policeman	86 Charlton street.
252	353	Peck, George.....	15	3	49	5	0	Henry Peck.....	Mason	203 East 35th street.
253	46	Pelz, Emile.	14	2	20	4	6	Victor Pelz.....	Tailor	148 Essex street.
254	211	Peterson, Charles E.....	14	9	32	3	3	Archibald A. Peterson.....	Merchant	229 West 32d street.
255	320	Pfeiffer, Theodore H.....	17	3	48	3	1	Christian T. Pfeiffer	Jeweller.....	13 East 29th street.
256	282	Pierson, John	13	11	40	4	2	A. L. Sevestre.....	Superintendent.....	42 East 15th street.
257	237	Platt, William Henry.....	15	9	35	3	6½	Henry Platt	Baker	456 Hudson street.
258	100	Poillon, Richard Henry ...	14	10	2	2	10	Richard Poillon	Ship Owner.....	55 Henry street.

PARENTS AND GUARDIANS.

PUPILS.

Number.	Examination Number.	PUPILS.			PARENTS AND GUARDIANS.		
		NAMES.	Age.	School No.	NAMES.	OCCUPATION.	RESIDENCE.
		Y. M.					
259	272	Poillon, William	16 1	40	Julius S. Poillon	Shipwright	160 Madison street.
260	293	Pollard, George G.	14 11	44	Thomas C. Pollard	Merchant	47 North Moore street.
261	260	Quinn, William F.	14 6	40	James Quinn	Mason	360 West 29th street.
262	99	Quinn, John	14 6	37	William Quinn	Gardener	81st st., near Third av.
263	202	Raftery, Martin	14 9	32	Thomas Raftery	Sailor	359 West 29th street.
264	290	Randolph, Joseph F.	14 0	44	John F. Randolph	Cartman	95 Laurens street.
265	276	Ranney, Ambrose L.	14 4	40	Lafayette Ranney	Physician	14 West 32d street.
266	118	Ray, Martin C.	17 10	9	Thomas Ray	Gardener	92d street and B'way.
267	26	Raymond, George	15 4	11	Asahel Raymond	No occupation given	33 King street.
268	92	Reid, Alexander Hill	14 4	11	David Slater	Soap Manufacturer	303 West 17th street.
269	27	Ritterband, Moses	14 8	35	J. Solis Ritterband	Lawyer	999 Broadway.
270	318	Roberts, Clarence Aug.	15 9	48	John C. Roberts	Grocer	179 West 36th street.
271	339	Robertson, Kenneth	14 1	40	Richard S. Robertson	Merchant	34 East 19th street.
272	237	Roden, William Henry	14 11	40	Joseph Roden	Clerk	160 East 31st street.
273	29	Rohman, Max Siegmund	14 8	35	Samuel Rohman	Hatter	219 Thompson street.
274	288	Ronnberg, Edwin	15 9	41	William Ronnberg	Music Teacher	298 Broadway.
275	323	Rudland, Frederick A.	15 0	48	Frederick J. Rudland	Hatter	47 West 28th street.
276	315	Ruhl, Henry C.	15 3	45	Henry Ruhl	No occupation given	305 West 22d street.
277	12	Sageman, William J.	14 10	40	John W. Sageman	Retired	114 Sullivan street.
278	274	Saulnier, Kenton	15 10	40	Henry E. Saulnier	Retired	206 Second avenue.
279	33	Schifter, Henry	14 8	40	Mrs. A. Schiffer	No occupation given	144 East 19th street.
280	330	Schlingheyde, Ernest	14 3	44	Adolph Schlingheyde	Baker	21 Worth street.
281	295	Schramm, Arnold	14 6	42	Charles Schramm	Clergyman	105 Second street.
282	57	Scribner, Charles R.	15 3	40	Edward Scribner	Publisher	48 East 37th street.
283	234	Schureman, Henry H.	14 0	35	M. F. Schureman	Miller	280 West 20th street.
284	299	Scott, Edgar	15 6	2	Charles Scott	Steamboat Owner	37 Montgomery st.
285	356	Selleck, Poole Benj.	16 1	19	Gould Selleck	Capstan Maker	273 Seventh street.
286	2	Sheldon, Hervey, Jr.	14 1	18	Hervey Sheldon	Lawyer	173 Fiftieth street.

287	Sherwood, Hugo B.....	14	4	11	2	3½	Luman Sherwood.....	Lawyer	146 West 25th street.
288	Sinelair, John Johnston...	16	9	19	5	9	James Sinclair.....	Stone Dresser.....	196 Tenth street.
289	Skillman, Isaac B.....	15	10	35	3	0½	Abraham B. Skillman.....	Hardware.....	127 West 30th street.
290	Smith, David L.	15	0	40	1	0	David Smith	Retired	154 East 13th street.
291	Smith, William Henry.....	17	1	14	1	1	Joseph L. Smith.....	Carriages	66 East 28th street.
292	Snape, John James.....	14	2	17	5	6	John Snape.....	Ship Carpenter.....	362 West 49th street.
293	Sneckner, William H.....	16	3	35	1	0½	William Sneckner.....	Confectioner	24 East 15th street.
294	Sperling, Francis.....	16	7	7	1	6	Abraham Sperling	Merchant	208 East Broadway.
295	Sperling, Marks.....	14	4	7	1	8	Abraham Sperling	Merchant	208 East Broadway.
296	Speyer, Arthur Bayard.....	15	1	40	1	0	James Speyer.....	Brewer.....	58 East 38th street.
297	Soutter, Charles B.	15	11	45	1	9	Robert Soutter	V. P. Del. and H. C. Co.....	287 West 22d street.
298	Spence, Lewis Henry.....	14	0	45	5	0	John B. Spence.....	Baker.....	256 Ninth avenue.
299	Small, James Aleoek.....	15	11	2	5	5½	Wilson Small.....	Collector of Assessments...	266 Henry street.
300	Smith, David A.	18	4	40	6	0	David Smith.....	Physician	30 East 20th street.
301	Smith, Thomas West.....	16	9	14	1	6	Thomas B. Smith.....	Manufacturer	316 Lexington av.
302	Stafford, Frederiek Wm....	16	0	45	2	0	William B. Stafford.....	Druggist.....	137 West 34th street.
303	Stevenson, William S.	14	0	41	4	9	Andrew Stevenson.....	Clergyman.....	341 West 12th street.
304	Stevenson, Wm. Thomas...	15	3	14	2	2	Thomas Stevenson.....	Councilman	198 East 19th street.
305	Stewart, Geo. Anthony.....	14	11	32	5	1	Anthony F. Stewart.....	Cartman	258 West 31st street.
306	Stewart, James Mead	14	8	11	3	2	Hannah Stewart.....	None	290 West 4th street.
307	Stanton, Stiles Franklin...	15	4	40	1	10	J. F. Joy.....	Secretary.....	287 Second avenue.
308	Stegman, Conrad, Jr.	16	8	40	5	1	Conrad Stegman.....	Grocer	140 East 25th street.
309	Stern Joseph	14	3	4	4	9	David Stern.....	Clothier.....	89 Avenue C.
310	Stillman, Franklin W.....	15	6	35	4	0½	John Harris.....	Sugar Refiner.....	51 West 37th street.
311	Stout, Andrew V., Jr.....	17	2	40	1	0	Andrew V. Stout	Pres. Shoe & Leather Bank	118 Madison avenue.
312	Stout, Joseph Suydam.....	14	9	40	1	0	Andrew V. Stout.....	Pres. Shoe & Leather Bank	118 Madison avenue.
313	Strauss, Albert	14	4	34	3	4	Charles Strauss.....	Pedlar	691 Fourth street.
314	Stuart, Joseph Herbert.....	15	5	35	1	6½	Joseph M. Stuart.....	Cabinetmaker.....	309 East 10th street.
315	Stuyvesant, Samuel B.....	14	3	19	2	1	Peter J. Stuyvesant.....	Lockmaker.....	156 Elizabeth street.
316	Thompson, Edwin David..	14	11	40	1	0	Peter Thompson	Rigger.....	41 Columbia street.
317	Thompson, Edward F.....	14	11	40	1	8	Cephas G. Thompson.....	Artist.....	20 Lexington avenue.
318	Thompson, George.....	16	2	9	1	7	Major Thompson.....	Carriages	11th avenue & 75th st.
319	Taylor, Edwin Moses.....	15	2	45	1	0	Moses B. Taylor	No occupation	219 West 30th street.
320	Taylor, Joseph Howard.....	14	11	11	4	5	Joseph Taylor, Jr.....	Hoop Skirt Manufacturer..	235 West 22d street.
321	Troup, William Edward...	14	4	42	3	6½	William S. Troup.....	Broker.....	Forty-fifth street.
322	Tueker, Francis	16	0	45	8	10	Cummings H. Tueker	Builder	238 West 30th street.
323	Wallen, Henry Davis	16	9	35	1	0½	Henry Wallen.....	Captain U. S. Army.....	15 Livingston place.
324	Ware, James Edward.....	15	2	40	4	2	Eliza Ware.....	None	205 Lexington av.
325	Warnstadt, Henry L.....	14	1	38	5	7	Julius Warnstadt	Commission Merchant.....	154 Laurens street.

PARENTS AND GUARDIANS.

PUPILS.			PARENTS AND GUARDIANS.						
Number.	Examination Number.	NAMES.	Age.		School No.	Time in Public School.	NAMES.	OCCUPATION.	RESIDENCES.
			Y.	M.					
326	111	Warsawer, Newman S.....	16	6	7	7	Simon Warsawer.....	Book-keeper.....	47 Chrystie street.
327	67	Webb, Edwin Bell.....	14	2	40	3	Alfred Webb.....	No occupation.....	442 Fourth street.
328	32	Weir, George, Jr.....	15	1	40	1	George Weir.....	U. S. Gauger.....	135 East 53d street.
329	113	Weismann, Ch. Adolphus..	14	4	7	10	Augustus Weismann.....	Druggist.....	302 Broome street.
330	360	Wernberg, Jeremiah A.....	17	2	40	3	Andrew P. Wernberg.....	No occupation.....	139 East 17th street.
331	121	Wheaton, Jonas Smith.....	17	9	10	2	A. Wheaton, Jr.....	Produce Dealer.....	102 Wooster street.
332	338	Whitehead, Joseph H.....	14	0	49	2	Joseph Whitehead.....	Builder.....	99 East 38th street.
333	141	Whitney, James Newton..	15	1	11	4	T. Palmer.....	Dry Goods.....	108 East 15th street.
334	305	Whittemore, John M.....	14	8	45	2	John Whittemore.....	Commission Merchant.....	245 West 23d street.
335	251	Wilcox, Oscar Ringgold...	14	10	38	6	Charles Wilcox.....	Trunkmaker.....	146 West Houston st.
336	187	Willey, Caleb.....	14	11	28	2	Joseph Willey.....	Tract Missionary.....	207 West 50th street.
337	350	Wilds, Judson Boardman..	14	6	10	1	L. P. Wilds.....	Clergyman.....	120 Prince street.
338	116	Wilson, William Holmes..	15	11	9	7	Jotham Wilson.....	Poor Master.....	10th avenue & 74th st.
339	13	Westerman, James Thomas	15	9	40	2	Thomas Pierson.....	Policeman.....	166 East 23d street.
340	81	Woolf, Albert.....	14	0	44	3	Edward Woolf.....	Teacher of Music.....	92 West Houston st.
341	21	Young, John Theodore.....	14	4	40	6	William Young.....	Marble Yard.....	168 Lexington av.
THE FOLLOWING WERE ADMITTED TO THE FRESHMAN CLASS.									
342	154	Adams, Livingston.....	17	4	19	1	George A. Adams.....	Clerk.....	100 West 47th st.
343	155	Griffen, Benjamin.....	15	4	41	2	John W. Griffen.....	Clerk.....	94 West 10th street.
344	336	Sampson, Francis A.	19	8	14	0	William Sampson.....	Farmer.....	95 East 31st street.

SCHEDULE.

The following is the Statement (referred to in the annexed Report from the New-York Free Academy) of the names, ages, and studies of the Students claimed by the Board of Education to have pursued for four months or upwards, of the Academic year mentioned in said report, classical studies, or the higher branches of English Education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th October, 1853, as set forth in the "explanations" which precede this Schedule, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued in each term of said year : said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same during each of said terms.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
1	Baneker, Marinus W.	17	<p>Butler's Analogy of Natural and Revealed Religion, (entire.)</p> <p>Phy s i c s. — Bird's Elements of Natural Philosophy, as a text-book. from page 169 to page 386.</p> <p>The course was conducted principally by Lectures.</p> <p>Ancient Languages.—Thueydides, Book I, chap. 1-23, inclusive, with frequent reviews.</p> <p>Civil Engineering.—Mahan's Civil Engineering, 163 pages Studied and reviewed, with lectures on the theory of the equilibrium of retaining walls. and exercises in drawing plans, elevations, and sections of structures.</p> <p>Original composition</p>	<p>Kent's Commentaries on the Laws of Nations, and Mansfield's Political Grammar.</p> <p>Civil Engineering.—Mahan's Civil Engineering complete, with lectures on the theory of the arch, the calculations of excavations and embankments, leveling, topographical drawing and railroad curves, with exercises in drawing and use of level and engineer's transit.</p> <p>Ancient Languages.—Ædipus Tyrannus, 446 lines, with frequent reviews.</p> <p>Horace, 2d Book.</p> <p>Chemistry.—Fownes' Chemistry, from page 101 to 416.</p> <p>Monthly Exercises in Oratory and Original Composition.</p>

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
			and Declamation once a month. French. — Vannier's Pronunciation. Ro- bertson's Grammar, 186 pages. Regular and Irregular Verbs. Roemer's Polyglot Reader, Part 1st, with logical and grammati- cal analysis. Roemer's Elementary French Reader. Lectures on the His- tory of the formation of the French Lan- guage and its relation to the English. Time—Five months.	French.—General re- view of the Studies of the previous term. Ro- mer's Second French Reader, 320 pp. Trans- lations from English into French, with a re- view of Grammar. Time—five months.
2	Crosby, Wm. B., Jr.	19	Same as No. 1.	Absent part of the term on account of sickness.
3	Hopkins, S. M. B.	19	do.	Same as No. 1.
4	Hopping, Edward C.	19	do.	do.
5	Hyde, Edwin F.	19	do.	do.
6	Kennedy, Thomas J.	20	do.	do.
7	Kiernan, Lawrence	19	do.	do.
8	Kirkland, Charles P.	20	do.	Absent part of the term by permission.
9	Little, William	21	do.	Same as No. 1.
10	Lowery, James P.	19	do.	do.
11	Man, Frederick H.	19	do.	do.
12	McGeorge, Wm., Jr.	20	do.	do.
13	Murphy, James	22	do.	do.
14	Orr, Robert	19	do.	do.
15	Raymond, James L.	19	do.	do.
16	Roberts, George W.	19	do.	Absent part of the term by permission.
17	Ferry, David Dean	19	do.	Same as No. 1.
18	Watson, George W.	20	do.	do.
19	Weldon, John, Jr.	19	do.	do.
20	West, William F.	18	do.	do.
21	White, Jefferson H.	19	do.	do.
22	Young, Nathaniel	18	do.	do.
23	Cooper, George C.	21	Do. in all except Mod- ern Languages. German. — Glaubens- sklee's Reader, entire. Glaubensklee's Gram- mar, elementary part, with exercises. El- well's Dictionary, with Flugel's and Heyse's Dictionaries, and Heyse's Grammar, as books of reference. Time—Five months.	Do. in all except Mod- ern Languages. German. — Oltrogge, 70 pages, and 18 pieces from English into Ger- man. Glaubensklee's Grammar, with exer- cises. Time—Five months.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
24	Cox, Edwin Marion	18	Same as No. 23.	Same as No. 23.
25	King, James, Jr.	19	do.	do.
26	Morrison, James E.	18	do.	do.
27	Selvaqe, Henry C.	19	do.	do.
28	Slade, Frederick J.	19	do.	do.
29	Thurston, George W.	19	do.	do.
30	Turner, John H.	19	do.	do.
31	Wilson, Thaddeus	20	do.	do.
32	Wood, Joseph S.	19	do.	do.
33	Aseough, Theo. G.	21	do. and Flaxman's Handbuch. Time—Five months.	do. and Benedix's Steekbrief, from middle of Art. II, and Diable Magister. Time—Five months.
34	Briggs, Benjamin M.	19	Same as No. 33.	Same as No. 33.
35	Childs, Evander, Jr.	18	do.	do.
36	Kennedy, Theo. W.	19	do.	do.
37	Kimball, William C.	20	do.	do.
38	Kingsland, P. C.	19	do.	do.
39	Mitchell, Roland G.	20	do.	do.
40	Pullman, James H.	19	do.	do.
41	Sanger, William H.	20	do.	do.
42	Speir, Archibald W.	19	do.	do.
43	Starkey, David J.	21	do.	do.
44	Taylor, Alfred H.	19	do.	do.
45	White, Cyrus B.	20	do.	do.
46	Elliott, Gilbert M.	20	Same as No. 1 in all except Modern Lan- guages. Spanish.—Ollen- dorff's Grammar, (en- tire.) Morales' Reader, (entire.) Butler's Phrase Book. Iriarte and Moratin. Time—Five months.	Same as No. 1 in all except Modern Lan- guages. Spanish.—Sales' Grammar, Don Quixote, Moratin's Comedies, (en- tire.) Quintana's Vidas. Pizarro's Phrase Book. Morales' Versification, Conversation, &c. Time—Five months.
47	Kelly, Edward	20	Same as No. 46.	Same as No. 46.
48	Vienot, Emile	20	do.	do.
49	Aiton, William	18	Intellectual Philoso- phy—Hickok's Intel- lectual Philosophy, (nearly through.) English Language and Literature.—Fow- ler's English Lan- guage, studied and re- viewed, from the be- ginning to Part IV, page 177, with some omissions. Natural Philosophy. —Bartlett's Analytical Mechanics, 320 pages, studied and reviewed.	English Literature.— Shaw's English's Lite- rature, from page 172 to page 278, (Chapter XI omitted,) studied and reviewed. Natural Philosophy. —Bartlett's Analytical Mechanics, 70 pages. Bartlett's Acoustics, 140 pages, studied and reviewed. Bartlett's Optics, 100 pages, studied and re- viewed. Bartlett's Spherical

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
			<p>Ancient Languages —Owen's Homer's Iliad, Books I and II, to line 225, with frequent reviews. Livy. Davies' Calculus and Analytics. Regular exercises in Composition and Oratory, including a public exhibition in Original Declamation, at the close of the term. Time—Five months.</p>	<p>Astronomy, 160 pages, studied and reviewed. Ancient Languages.—Owen's Homer's Odyssey, Book X. Lectures on Greek Literature. Horace's Ode, Book I, with frequent reviews. Logic.—Mahan's Logic, (entire.) Physics.—Bird's Elements of Natural Philosophy. Regular exercises in Composition and Oratory. Four Lectures on Fine Arts. A course of Lectures on Light, of which notes were taken by the students. No text-book used. The students recited from the note books of the Lectures. Time—Five months.</p>
50	Berryman, Wilson	18	Same as No. 49.	Same as No. 49.
51	Boyer, Edward H.	17	do.	do.
52	Brekes, David	20	do.	do.
53	Brower, John L.	17	do.	do.
54	Cahill, William E.	19	do.	do.
55	Carley, Eldred A.	18	do.	do.
56	Danelson, James E.	20	do.	Absent part of the term by permission.
57	Dwight, Elihu	17	do.	Same as No. 49.
58	Fitch, Augustus D.	17	do.	do.
59	Giffing, Isaac A.	17	do. (4 months.)	
60	Granberry, W. H. H.	18	Same as No. 49.	do.
61	Hoyt, Harlow M.	18	do.	do.
62	Lee, Arthur M.	19	do.	do.
63	Lord, Henry	19	do.	do.
64	Marsh, Edward T.	20	do.	do.
65	Michaelis, Otto E.	19	do.	do.
66	Million, Michael J.	18	do.	do.
67	Needham, George G.	18	do.	do.
68	Newschafer, W. H.	17	do.	do.
69	Roberts, Charles, Jr.	17	do.	do.
70	Roberts, Nathan B.	19	do.	do.
71	Sanders, Lewis	18	do.	do. (2 months.)
72	Sanger, Adolph L.	18	do.	Same as No. 49.
73	Snow, George W., Jr.	18	do.	do.
74	Spencer, Galen C.	21	do.	do.
75	McAfee, Knox	19	do.	do.
76	Stoutenburgh, W.	18	do.	do.
77	Strong, Richard P.	18	do.	Absent part of the term by permission.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
78	Sutherland, J. McC.	18	Same as No. 49.	Same as No. 49.
79	Trippe, James M.	22	do.	do.
80	Ward, Caleb T.	17	do.	do.
81	Watson, James R. T.	17	do.	do.
82	Adams, Augustus R.	19	Do. in all except Lan- guages. German.—Glaubens- sklee's Grammar, Flaxman's Hand-book, Egmont Time—five months.	Do. in all except Lan- guages. Spanish.—Ollendorff's Gram., Morales' Reader, Butler's Phrase book. Time—five months.
83	Adams, Samuel G.	18	Same as No. 82.	Same as No. 82.
84	Koch, Joseph	17	do.	do.
85	Slocum, William E.	18	do.	do.
86	Honnor, John	19	do.	do.
87	Stuart, Sidney H., Jr.	20	do.	do.
88	Page, James S.	19	Do. in all except Lan- guages. Spanish.—Ollen- dorff's Grammar, Sales' Grammar, Mor- atin's Comedies. Time—five months.	Glaubenssklee's Gram., 39 pages and 21 Exer- cises. Reader, 8 pp. Time—2½ months. Absent the remainder of the term by permis- sion.
89	Baldwin, Truman H.	17	Ancient Languages. —Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Catiline. 1st, 2d, and 3d, and Ora- tions for Poet Archias, with frequent reviews. English Literature— Graham's English Syn- onymes, studied and reviewed from the be- ginning to Sec. 4, page 250. Modern History— Wilson's Outlines of History, from page 322 to page 563, with continual references to maps. Regular exer- cises in Composition and Oratory. Political Economy— one Lecture per week. Mathematics— Davies' Dif. Calculus to chap. vi., 116 pp., and reviewed. Drawing from Mod- els and Casts, (from manuscripts) three lessons a week. Lectures on Orna-	Ancient Languages.— Owen's Xenophon's Cyropædia, Book VII, c. 1-5, § 58. Sallust's Jug. Bell, as far as chap. 72, with frequent reviews. English Literature.— Shaw's English Litera- ture, from page 172, (chaps. 4 and 8 omitted) studied and reviewed. Logie.—Coppeé's Logie (entire.) Moral Science—Hick- ok's Moral Science. Exercises in Composi- tion and Oratory. Mathematics.—Davies' Dif. Calculus, from p. 116 to the end, with fre- quent reviews. Freehand Drawing from Ornaments and Casts, three lessons a week; Lectures on Architectu- ral Orders, once a week. Lectures on Human Physiology. Each lec- ture reviewed in a brief recitation, and full notes required at the end of the term. The maps, speci- mens, models, &c., be-

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
			mentation once a week. Time—five months.	longing to the institu- tion, were used to ap- peal to the <i>eye</i> as well as the <i>ear</i> of the student. Time—five months.
90	Bell, James David	18	Same as No. 89.	Absent during the term by permission.
91	Bildersee, Barnett,	17	do.	Same as No. 89.
92	Blauvelt, John H.	18	do.	Absent part of the term by permission.
93	Blumensteil, Alex.	18	do.	Same as No. 89.
94	Boyd, John	18	do.	do.
95	Breath, Charles,	18	do.	do.
96	Campbell, John B.	17	do.	do.
97	Chalmers, John C.	17	do.	do.
98	Clarke, George C.	17	do.	do.
99	Crosby, Henry A.	17	do.	do.
100	Deacon, John	19	do.	do.
101	Dispecker, Abm.	18	do.	do.
102	Dohrman, A. F.	17	do.	do.
103	Dugan, Thomas	17	do.	do. (3 months.)
104	Dwight, John E.	17	do.	Same as No. 89.
105	Ennis, George H.	17	do.	
106	Ferrier, Thomas, Jr.	18	do.	do.
107	Ferrier, William W.	19	do.	do.
108	Fisher, Eustace W.	18	do.	do.
109	Garrish, John P., Jr.	18	do.	do.
110	Gumbleton, Henry	17	do.	do.
111	Hart, James Muir	18	do.	do.
112	Henderson, E. H.	18	do.	do.
113	Hewitt, Alfred	17	do.	do.
114	Hibbard, Rufus P.	17	do.	do. (2½ months.)
115	Hickok, George B.	18	do.	Same as No. 89.
116	Hilger, Maurice, Jr.	17	do.	do.
117	Howland, Henry R.	17	do.	do.
118	Jasper, David S.	19	do.	do.
119	Kitchen, James	18	do.	do.
120	Labagh, Isaac Mead	18	do.	do.
121	Leonard, Caleb R.	17	do.	do.
122	Marshall, James	18	do.	do.
123	McWhood, E., Jr.	18	do.	do.
124	Mix, William B.	18	do.	do.
125	Monell, Ambrose,	18	do.	do.
126	Morse, Gilbert L.	19	do.	do.
127	Mott, Richard E.	18	do.	do.
128	O'Conner, Charles H.	17	do.	Absent part of the term by permission.
129	O'Rorke, John	17	do.	Same as No. 89.
130	Orttinger, Philip I.	18	do. (3 months.	
131	Owen, Edward L.	18	Same as No. 89.	Same as No. 89.
132	Perham, Theodore A.	17	do.	do.
133	Roberts, William H.	17	do.	do.
134	Sands, James G.	17	do.	do.
135	Slauson, William J.	17	do.	do.
136	Steel, Henry	17	do.	do.
137	Stephens, George W.	18	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
138	Stevenson, W. G.	18	Same as 89 (3 months.)	
139	Throekmorton, B. W.	18	Same as No. 89.	Same as No. 89.
140	Trippe, Henry M.	18	Leave of absence on account of sickness.	Leave of absence on account of sickness.
141	Van Dyke, H. B.	18	Same as No. 89.	Same as No. 89.
142	Van Vleck, A. K.	18	do.	do.
143	Vienott, Jules F.	17	do.	do.
144	Vitt, Herman A.	17	do. (4 months.)	
145	Waller, Frank	18	Same as No. 89.	do.
146	Wandell, Townsend	20	do.	do.
147	Webster, Edward B.	18	do.	Absent part of the term by permission.
148	Whitney, Erastus P.	18	do.	Same as No. 89.
149	Wolfshon, Henry	17	do.	do.
150	Wood, G. W., Jr.	17	do.	do.
151	Zabriskee, John L.	17	do.	do.
152	Amory, John C.	18	Same as No. 89 in all except Languages. French. — Roemer's 2d Reader (entire), with abstracts in French. Translations from English (manu- script) into French. Noel and Chapsal's Gram., from § 1 to 285 German. — Glaubens- sklee's German Gram- mar. Glaubensklee's Ger- man Reader. Flax- man's Dialogues. Time—five months.	Same as No. 89 in all except Languages. French, (Molière, Bour- geois gentilhomme, Les Femmes savantes.) Racine, (Bajazet, Esther.) Noel and Chapsal's Grammar, from § 286 to § 630. Composition, Abstracts and Letter Writing. German. — Glaubens- sklee's Grammar, Glauben- sklee's Reader. Wil- liam Tell, Acts III, IV, and V, and 11 pieces into German. Time—four months.
153	Brush, Clinton E.	17	Same as No. 152.	Same as No. 152. Time—five months.
154	Dwyer, Michael	17	do.	do.
155	Edmonson, H. J. N. P.	17	do.	do.
156	Forbes, Arthur, Jr.	19	do.	do.
157	Frost, Robert B.	17	do.	do.
158	Gavey, Camile P.	17	do.	do.
159	Gibney, John R.	18	do.	do. (2 months.)
160	Goodnow, Edward K.	17	do.	Same as No. 153.
161	Gore, Martin A.	19	do.	do.
162	Green, Garret E.	18	do.	do.
163	Hall, William C.	17	do.	do. (2) days.)
164	Jenkins, Augustus S.	18	do.	Same as No. 153.
165	Lockwood, Joseph S.	17	do.	do. (1 month.)
166	Lomia, Luiga	18	do.	Same as No. 153.
167	Riley, Peter J.	17	do.	do.
168	Robinson, James W.	19	do.	do.
169	Sherwood, L., Jr.	18	do.	do. (3 months 14 days.)
170	Wiley, Thomas B.	18	do.	Same as No. 153.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
171	Martin, Benjamin T.		Same as No. 152 except Modern Languages. S p a n i s h.—Ollen- dorff's Grammar (en- tire.) Pizarro's Phrases (entire.) Moratin's Comedies. Quintana's Vidas. Time—five months.	Same as No. 152 except Modern Languages. S p a n i s h.—Sales' Grammar (half.) Mora- tin's Comedies (nearly through.) Regular and Irregular Verbs, Original Composition, Dicta- tion and Conversation. Time—one month. (Absent on Leave.) Same as No. 171. Time—five months.
172	Thompson, E. L.	17	Same as No. 171.	
173	Walker, James H.	17	do.	do.
174	Ellsworth, Wash. W.	18	Same as No. 153 in French, German, and Mathematics. Pur- sued a partial course.	Same as No. 153 in French, German, and Mathematics. Pur- sued a partial course.
175	Jackson, Daniel	18	Same as No. 174.	Same as No. 174.
176	Witterwoulgh, E.	19	Do. in French and German. Pursued a partial course.	Do. in French only. Pursued partial course.
177	Abbott, J. N. McL.	17	Ancient Languages. —Sophocles' Greek Grammar, with fre- quent reviews. Sophocles' Greek Lessons, from page 5 to page 28. Virgil's Æneid, Books 1st and 2d, with frequent reviews, and special attention to scanning. Latin Composition. Andrews and Stod- lard's Latin Gram- mar, Rules of Prosody, and their application to scanning. Moral Philosophy.— W a y l a n d's Moral Science. (Abridged.) Ancient History.— Willson's Outlines of History, from page 11 to page 188, with con- tinual reference to an- cient maps. Recitations on a course of Lectures introductory to Univer- sal History, delivered the previous term. Rhetoric.—D a y's Rhetoric, from page 1 to page 133.	Ancient Languages.— Owen's Greek Reader, nine Fables, Jests of Hieroctes, five Dia- logues of Lucian, Boy- hood of Cyrus (from the Cyropædia.) Part- ing of Hector and An- dromache (from the Iliad), and the Odes of Anaereon, with atten- tion to scanning, and reviews. Greek Gram- mar, reviewed. Virgil's Æneid, 5th and 6th Books. Latin Versification (Anthon's), from page 3 to page 42. Mediæval History.— Willson's Outlines of History, from page 188 to page 322, with con- tinual reference to an- cient and modern maps. Regular Exercises in Composition and Ora- tory. Rhetoric.—D a y's Rhetoric, f'm page 133 to page 170. Jameson's Rhetoric, from page 50 to page 191, page 209 to

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
			<p>Mathematics.—Do charty's Plane and Spherical Trigonome- try. Mensuration. Davies' Surveying and Navigation, with re- views.</p> <p>Descriptive Geo- graphy, (from manu- scripts,) fifteen books, with application to In- dustrial Drawing, five lessons a week.</p> <p>The English Lan- guage, in its Elements and Forms, by Fow- ler, studied and re- viewed, from chapter 28th, page 334 to 409. Time—five months.</p>	<p>page 217, and page 227 to page 242.</p> <p>Mathematics.—Da- vies' Analytical Geo- metry, Books 1st, 2d, 3d, 4th, 5th, 6th and 8th, and reviewed. Con- structions of Shades and Shadows. Perspective, from manuscript, with application, four les- sons a week.</p> <p>A course of Lectures on the Physiology of Plants notes of which the students were re- quired to take, and the notes examined at the close of the term. A brief recitation was also heard before each Lec- ture.</p> <p>Time—Three months.</p>
178	Adams, Charles D.	17	Same as No. 177.	Same as No. 177. Time—Five months.
179	Aiton, Robert	16	do.	do.
180	Bawden, Henry	22	do.	do.
181	Betts, John McE.	17	do.	do.
182	Birdseye, Geo. W. P.	17	do.	do.
183	Blackmer, Ernest	16	do.	do.
184	Brinkerhoff, C. H.	17	do.	do.
185	Brooks, Horace J.	16	do.	do.
186	Bull, William L.	17	Same as No. 178.	Same as No. 178.
187	Burrell, Philip W.	17	do.	do.
188	Byrnes, Thomas W.	17	do.	do. (2 months.)
189	Clarkson, John A.	16	do.	Same as No. 178.
190	Craig, William B.	17	do.	do.
191	Crane, Benj. F., Jr.	17	do.	do. (20 days.)
192	Davis, Isaac S.	17	do.	Same as No. 178.
193	Dougherty, M. A.	21	do.	do.
194	Elder, William A.	18	do.	do. (1 month.)
195	Ennis, James	18	do.	Same as No. 178.
196	Fitzsimmons, John	17	do.	do.
197	Giffing, William C.	17	do. (4 months.)	
198	Gilman, Daniel T.	16	Same as No. 178.	do. (3 months.)
199	Gimbunat, Charles	19	do.	Same as No. 178.
200	Goebel, Lewis	21	do.	do.
201	Granberry, Theo.	17	do.	do.
202	Gray, Henry P., Jr.	17	do.	do.
203	Greenwood, R. B., Jr.	17	do.	do.
204	Harsen, John P.	16	do.	do.
205	Hart, Clinton J.	17	do.	do.
206	Heiser, Jacob H.	17	do.	do.
207	Hervey, Daniel E.	16	do.	do.
208	Hibbard, Charles M.	17	do.	do.
209	Hitchcock, R. D., Jr.	16	do.	do. (2 months 9 days.)

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
210	Hitchcock, Urban G.	16	Same as No. 178.	Same as No. 178.
211	Hopping, George W.	16	do.	do.
212	Hornthal, Lewis M.	16	do.	do.
213	Hudson, Erasmus D.	18	do.	do.
214	Ingersoll, William H.	17	do.	do.
215	Jasper, Robert T.	16	do.	do.
216	Kane, Joseph T.	15	do.	do.
217	Kent, John T.	17	do.	do.
218	King, William H.	15	do.	do.
219	Lauterbach, Edward	17	do.	do.
220	Lawrence, Irving G.	18	do.	do.
221	Le Comte, Vincent	18	do.	do.
222	Leventritt, David	16	do.	do.
223	Lovejoy, Samuel C.	16	do.	do.
224	Mackie, George B.	17	do.	do.
225	Malloy, Henry F.	16	do.	do.
226	Man, George A.	16	do.	do.
227	Mayer, George F.	16	do.	do.
228	Meeks, Eugene	18	do.	do.
229	Moore, Edward W.	18	do.	do.
230	Murphy, Patrick E.	17	do.	do.
231	Newell, Darius E.	17	do.	do. (2 mos. 20 days.)
232	Noyes, Frederick B.	17	do.	Same as No. 178.
233	O'Connor, Randal	17	do.	do.
234	Orr, Joseph	17	do.	do.
235	Parker, Joel, Jr.	17	do.	do.
236	Partridge, E. B.	17	do.	do.
237	Plumb, Sandford G.	17	do.	do.
238	Quackenbush, A., Jr.	17	do.	do.
239	Raynor, Samuel J.	16	do.	do.
240	Rhoades, George B.	18	do. (4 months.)	
241	Ritchie, Andrew	17	do. (3 months.)	
242	Rooney, George W.	17	Same as No. 178.	Same as No. 178. (4 months.)
243	Schack, Rudolph W.	16	do.	Same as No. 178.
244	Smith, Alphonse	18	do.	do. (1 month.)
245	Smith Isaac S	17	do.	Same as No. 178.
246	Smith, Samuel De W.	17	do.	do. (16 days.)
247	Souder, James H.	19	do.	do. (2 months.) Leave of Absence re- mainder of term.
248	Spencer, William G.	17	do.	Same as No. 178.
249	Spingarn, Sigmund	16	do.	do.
250	Stevenson, A., Jr.	16	do.	do.
251	Stien, John F.	16	do.	do.
252	Stitt, George M.	17	do.	do.
253	Stratford, William	17	do.	do.
254	Sturgis, Edward B.	17	do.	do.
255	Sweetser, Samuel	19	do.	do.
256	Thatcher, John C.	17	Absent by permission.	Absent by permission.
257	Townsend, James	17	Same as No. 178.	Same as No. 178.
258	Tracy, Charles E.	16	do.	do. (1 month.) Absent by permission remainder of the term.
259	Trist, Nicholas P.	18	Same as No. 178. (4 mos. 9 days.)	

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
260	Turner, William J.	16	Same as No. 178.	Same as No. 178.
261	Valentine, George F.	17	Absent by permission.	Absent by permission.
262	Valentine, W. H.	17	Same as No. 178	Same as No. 178.
263	Van Voorhies, E. W.	17	do.	do.
264	Ward, Frederick B.	18	do.	do. (3 mos. 24 days.) Absent remainder of the term.
265	Warth, John W.	17	do.	Same as No. 178.
266	Weightman, W. H.	16	do.	do.
267	Westerfield, William,	17	do.	do.
268	White, Albert M.	19	do.	do.
269	White, John S.	17	do.	do.
270	Abbe, William C.	18	Do. in all except Lan- guages. F r e n c h.—Robert- son's Grammar, as far as page 278. Roemer's Polyglot Reader, Part I, with Logical and Grammati- cal Analysis. Roemer's 2d Reader, 184 pages. Dictation, with ap- plication of Grammar. German.—Glauben- sklee's Grammar (ele- mentary part) and Ex- ercises to Demonstrative Pronouns. G l a u b e n s k l e e ' s Reader, 1st section to page 20. Time—Five months. Same as No. 270.	Do. in all except Lan- guages. French.—A general review of the studies of the preceding term. Robertson's Gram- mar, as far as page 390. Roemer's Polyglot Reader, Part II, trans- lating French into Eng- lish, with application of Grammar. Roemer's 2d Reader, 300 pages. German.—Glauben- sklee's Grammar, from page 52 to end, and 29 exercises. Glaubensklee's Read- er, from page 34 to page 70. Time—Five months. Same as No. 270.
271	Budenback O.	17	Same as No. 270.	Same as No. 270.
272	Crowell, Martin L.	16	do.	do.
273	Davis, Abraham B.	16	do.	do.
274	De Greck, Otto	16	do.	do.
275	Demarest, George F.	16	do.	do.
276	Donahoe, Daniel	16	do.	do. (1 month.)
277	Fahrenbolz, H. C.	17	do.	do. (20 days.)
278	Flammer, Charles A.	16	do.	Same as No. 270.
279	Flanagan, Adam C.	17	do.	do.
280	Fowler, Cyrus E.	18	do.	do.
281	Frick, Charles	16	do.	do.
282	Fuller, Luther M.	17	do.	do.
283	Gallagher, C. C.	17	do.	do. (2 mos. 22 days.) Absent remainder of the term.
284	Gimbernath, T.	17	do.	do. (4½ months.)
285	Glassford, J. H. N.	17	do.	Same as No. 270.
286	Gordon, Read	16	do.	do.
287	Hamilton, L. McL.	17	do.	
288	Howard, George W.	18	do.	Same as No. 270.
289	Isquierdo, Baldomero	18	do.	do.
290	Jacobs, Ephraim A.	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 18, 1861.
291	Gourly, Colin	17	Same as No. 270.	Same as No. 270.
292	Kamm, Fred. W. M.	17	do.	do.
293	King, William A.	16	do.	do.
294	Laderer, Samuel L.	16	do.	do.
295	Leeds, Charles A.	17	do.	do. (3 months.)
296	Levi, Jacob Chas.	16	do.	Same as No. 270.
297	Littlefield, L. G.	16	do.	do.
298	Lyng, James	16	do.	Same as No. 489.
299	Lyng, Jandine	20	do.	Same as No. 270.
300	Many, Philip H.	17	do. (4 months.)	
301	Matthews, S.	16	Same as No. 270.	do.
302	McAdam, Lucius	16	do.	do.
303	McClain, Damon H.	17	do.	do. (1½ months.)
304	McGirr, Robert F.	17	do.	do. (1 month.)
305	Paddon, George W.	17	do.	Same as No. 270.
306	Patterson, Albert M.	16	do.	do.
307	Shipman, J. DeG.	16	do.	do.
308	Simonson, Wm. H.	17	do.	do. (24 days.)
309	Thompson, David A.	17	do.	do. (1 month.)
				Absent remainder of the term by permission.
310	Young, George W.	17	do.	do. (4 mos. 14 days.)
311	Baum, Isaac	17	Same as No. 270 in all except Languages. Spanish.—Ollen- dorff's Method, 20 Les- sons. Ollendorff's Gram- mar, (half.) Morales' Reader, (half.) Butler's Phrase Book. Regular and Irregular Verbs, Dictation, Translations from Spanish into English, and English into Span- ish. Reading and Conversation. Time—five months.	Same as No. 270 in all except Languages. Spanish.—Ollendorff's Grammar, (through.) Ollendorff's Method, (half.) Morales' Read- er, (entire.) Butler's Phrase Book. Regular and Irregular Verbs. Grammatical Analysis, Translations from Eng- lish into Spanish, and Spanish into English. Dictation, Reading and Conversation. Time—Five months.
312	Bettman, Marcus A.	16	Same as No. 311.	Same as No. 311.
313	Brown, De C., Jr.	16	do.	do.
314	Candler, James	16	do.	do.
315	Chatillon, John P.	17	do.	do.
316	Coddington, H. K.	16	do.	do.
317	Cohen, Joseph	17	do.	do.
318	Goldsmith, Charles	17	do.	do.
319	Goldsmith, Henry	15	do.	do.
320	Herz, Cornelius	16	do.	do.
321	Hunt, Henry Clay	17	do.	Absent by permission.
322	Osgood, George B.	17	do.	Same as No. 311.
323	Patterson, Seeley B.	16	do.	do.
324	Stephens, E., Jr.	16	do.	do.
325	Storm, George R.	17	do.	do. (3 months.)
326	Wilkins, John H.	16	do.	do. (1 month 22 days.)
327	Winter, Edward	18	do.	Same as No. 311.
328	Youngs, George A.	17	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies Pursued from Feb. 15 to July 18, 1861.
329	Colwell, Warren A.	19	Same as No. 311 in all except Modern Languages. German.—Glaubensklee's German Grammar. Flaxman's Handbuch. Wilhelm Tell. Time—Five months.	Same as No. 311, in all except Modern Languages. German.—Glaubensklee's German Grammar. Wilhelm Tell, Acts IV and V, with other pieces, 25 pages. 11 pieces into German. Time—(9 days.)
330	Hoe, George E.	17	Same as No. 329.	Same as No. 329. Time—Five months.
331	Holmes, F. G. D.	19	Same as No. 330.	Same as No. 330.
332	McCarty, Edward	16	Absent by permission.	Absent by permission.
333	McGowan, John E.	17	Same as No. 330.	Same as No. 330. (1 month 26 days.)
334	Oakley, Charles E.	16	do.	Same as No. 330.
335	Philips, Henry	17	do. (4 months.)	
336	Kingsland, Isaac S.	16	Same as No. 329 in German, and same as No. 311 in Spanish. Time—Five months.	Same as No. 329, except in German, and same as No. 311 in Spanish. Time—Five months.
337	Trisdorfer, Isaac	16	Same as No. 336.	Same as No. 336.
338	Trindall, Edward	17	Same as No. 311, except in Languages. Spanish.—Ollendorff's Grammar, (nearly through.) Regular and Irregular Verbs. Morales' Reader. Iriarte's Fables, (half.) Butler's Phrases. French.—Robertson's Grammar. Vannier's Pronunciation. Time—Five months.	Same as No. 311, except in Languages. Spanish.—Ollendorff's Grammar, (through.) Iriarte and Moratin, do. Butler's Phrases, do. Quintana's Vidas, (half.) Regular and Irregular Verbs, Conversation, &c., &c. Time—Five months.
339	Aiton, John	15	Latin.—Andrews and Stoddard's Latin Grammar. Andrews' Latin Reader. (Fables and Mythology.) Barton's Outlines of English Grammar, studied and reviewed. Natural History.—Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The students required to take notes of Lectures, and prepare for recitation during the	Latin.—Cæsar's Commentaries, Books I and IV, with reviews and grammatical exercises. Chemistry. — Renwick's Elements of Chemistry, from page 9 to page 158. Lectures were also delivered on the subject. Instruction given in the departments of Physical Geography and Human Physiology, by Lectures. Notes of the same taken by the students, and examined at the close of the term,

No.	Names.	Age.	Studies Pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies Pursued from Feb. 15 to July 18, 1861.
			<p>week. The notes were then re-written, and inspected at the final examination, and the proper credits given to each student.</p> <p>Mathematics.—Docharty's <i>Algebra</i>, from page 125 (Inequalities) to Chapter VIII, p. 243, studied and reviewed.</p> <p>One Lecture a week on Chemistry, using Renwick's <i>Principles of Chemistry</i> as a text-book.</p> <p>Time—Five months.</p>	<p>and the proper credits given.</p> <p>Drawing—<i>Linear</i> drawing, and <i>Doctrine of Forms</i>, from manuscript. Diagrams and Dictations, five lessons a week.</p> <p>Mathematics—Docharty's <i>Geometry</i>, (entire,) and reviewed.</p> <p>Time—Five months.</p>
340	Allen, Daniel	16	Same as No. 339.	Same as No. 339.
341	Allen, Nehemiah H.	15	do.	do.
342	Armitage, T. B.	16	do.	
343	Auld, James	15	do.	do. (2 months.)
344	Bachrack, Martin	16	do.	Same as No. 339.
345	Baker, George H.	16	do.	do.
346	Barhydt, Parish H.	16	do.	do.
347	Basinsky, Morris	16	do.	do.
348	Bear, Samuel L.	15	do.	do.
349	Belknap, Charles	15	do.	do.
350	Bell, Albert G.	15	do.	do. (3½ months.)
351	Bell, Charles	16	do.	Same as No. 339.
352	Blakeman, L. V. N.	15	do.	do.
353	Blondel, Theodore	15	do.	do.
354	Britt, Benjamin	18	do.	do. (2 months 7 days.)
355	Brown, Ansel B.	16	do.	Same as No. 339.
356	Bronson, Robert D.	16	do.	do.
357	Cameron, John S.	16	do.	do.
358	Cargill, Andrew II.	17	do.	do. (2 months 24 days.)
				Absent remainder of term by permission.
359	Caswell, Edward A.	16	do.	Same as No. 339.
360	Chambers, F. F.	16	do.	do.
361	Bloomingdale, S. E.	17		do.
362	Church, John	20	do.	do.
363	Clarkson, S. F., Jr.	16	do.	do.
364	Conover, G. W.	15	do. (4 months.)	
365	Cragin, William D.	17	Same as No. 339.	do. (4 months.)
366	Cromelin, David	16	do. (4 months.)	
367	Crosby, John P., Jr.	15	Same as No. 339.	Same as No. 339.
368	De Baun, Charles J.	15	do.	do.
369	Demarest, James H.	17	do.	do. (1 month 6 days.)
				Absent remainder of term by permission.
370	Dennett, Jesse	15	do.	do. (3 months.)
				Absent remainder of term by permission.
371	Deyo, Jonathan T.	15	do.	Same as No. 339.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 18, 1861.
372	Dodge, Frederiek N.	16	Same as No. 339.	Same as No. 339.
373	Doran, Thomas L.	16	do.	do.
374	Drach, William	15	do.	
375	Dugan, Charles	16	do.	
376	Eagan, Thomas T.	16	do. (4 mos. 10 days.)	
377	Easton, John Z.	15	Same as No. 339.	Same as No. 339.
378	Edgar, James M., Jr.	17	do.	do.
379	Evans, George, Jr.	18	do.	do.
380	Farley, Cornelius	16	do.	do. (3 mos. 4 days.)
381	Flitner, William H.	19	do.	Same as No. 339.
382	Friedlander, Leonard	16	do.	do.
383	Fuller, Charles W.	18	do.	do.
384	Gimbernath, Eraelius	16	do.	do.
385	Greenwood, William	15	do.	do.
386	Hall, Ralph E.	16	do.	do.
387	Haley, Jeremiah J.	16	do. (3 mos. 20 days.)	
388	Halstead, Frederiek	16	Same as No. 339.	do.
389	Harrington, Elliot G.	17	do.	do. (3 mos. 20 days.)
390	Harrison, William G.	16	do.	Same as No. 339.
391	Haws, John B.	17	do.	do.
392	Heisser, William H.	15	do.	do.
393	Hennion, Andrew J.	19	do.	do.
394	Hepburn, Neil J.	15	do.	do.
395	Hernon, Jos. A. T.	16	do.	do.
396	Hewitt, Frank T.	15	do.	do.
397	Hirsch, Joseph	15	do.	do. (3 mos. 8 days.)
398	Hobart, Henry, L.	16	do.	Same as No. 339.
399	Hodgeman, G. F.	16	do.	do.
400	Horton, Charles H.	17	do.	do.
401	Howland, Edward A.	15	do.	do.
402	Hunt, John S.	15	do.	do.
403	Hunter, John	17	do.	do.
404	Ivis, Michael	16	do.	do. (1 month 12 days.)
405	Jenks, Francis M.	15	do.	Same as No. 339.
406	Jetz, Otto Fred.	17	do.	do.
407	Johnson, Albert A.	16	do.	do.
408	Jones, David G.	18	do.	do.
409	Jones, George A.	17	do.	do.
410	Kellogg, Henry W.	15	do.	do.
411	Kennedy, Arch. D.	17	do.	do.
412	Kirchies, Louis P.	16	do.	do.
413	Knapp, John A.	16	do.	do.
414	Knowlton, Henry D.	17	do.	do.
415	Koeh, Louis Philip	16	do.	do.
416	Krieg, George	15	do.	do.
417	Livingston, Wm. B.	16	do.	do. (2 mos. 20 days.)
418	Lovejoy, Josiah T.	15	do.	Same as No. 339.
419	Lyman, William T.	16	do.	do. (3 months.)
				Absent remainder of the term by permission.
420	McCabe, Thomas F.	15	do.	do. (1 month 22 days.)
421	McClellan, James B.	19	do.	Same as No. 339.
422	McAdam, Randolph	17	do.	do.
423	McMartin, Malcolm	15	do.	do.
424	McNespie, Joseph J.	17	do.	do.
425	McQuirk, John	16	do.	do. (3 mos. 4 days.)

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
426	Marbury, Gilbert J.	16	Same as No. 339.	Same as No. 339.
427	Martin, William H.	15	do.	do. (3 mos. 24 days.) Leave of absence re- mainder of the term.
428	Marvin, Willis B.	16	do.	Same as No. 339. (3 months.)
429	Merritt, Austin B.	16	do.	Same as No. 339.
430	Monroe, Robert D.	16	do.	do. (3 mos. 20 days.)
431	Murray, William M.	15	do.	Same as No. 339.
432	Newell, John S.	15	do.	do. (3 mos. 12 days.)
433	Nixon, Kirby	16	do.	Same as No. 339.
434	Oakley, James F.	15	do.	do.
435	O'Brien, Lawrence H.	18	do.	do. (4 mos. 4 days.)
436	O'Connor, Eugene	15	do.	Same as No. 339.
437	Oppenheim, Ansel	15	do.	do. (3 mos. 4 days.)
438	Park, Henry	16	do.	do.
439	Park, Noel R.	16	do.	Same as No. 339.
440	Patterson, Andrew S.	16	do.	do.
441	Penfield, John B.	17	do.	do.
442	Phelan, Thomas E.	16	do.	do. (1 month 26 days.)
443	Phelan, Wm. H. H.	17	do.	Same as No. 339.
444	Pomeroy, Hamilton	16	do.	do.
445	Radeliffe, Wm. S.	16	do.	do.
446	Redding, W. S. M.	15	do.	do.
447	Remsen, Ira	15	do.	do.
448	Robertson, Milton H.	16	do.	do.
449	Rodgers, Robertson	16	do.	do.
450	Rooney, William H.	16	do.	do.
451	Rosenmiller, Chas. L.	15	do.	do. (3 months.) Leave of absence re- mainder of the term.
452	Ross, William Henry	17	do.	do. (1 month 16 days.) Leave of absence re- mainder of the term.
453	Roy,	15	do.	Same as No. 339. (3 months 23 days.)
454	Sands, Charles E.	16	do.	do. (1 month 21 days.) Leave of absence re- mainder of the term.
455	Searles, Whit. D.	..	do.	Same as No. 339.
456	Sieberg, Wm. H. J.	18	do.	do.
457	Sink, Isaac Louis	16	do.	
458	Samuels,	16		do.
459	Slater, Samuel E.	16		do.
460	Slover, Warren G. F.	16	do.	do.
461	Smith, James H.	16	do.	do.
462	Smith, James W.	15	do.	do.
463	Springstead, G. T.	15	do.	do.
464	Steinhardt, Michael	15	do.	
465	Roberts, Edward	16	do.	do.
466	Stitt, John H.	15	do.	do.
467	Sturgis, Edward	16	do.	do.
468	Suffern, Edward L.	16	do.	do.
469	Sullivan, James J.	16	do.	do.
470	Swansboro', A. H.	16	do. (3 months.)	
471	Swansboro', Horace.	15	Same as No. 339.	do. (2 mos. 24 days.)

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
472	Swayzee, Milton R.	18	Same as No. 339.	Same as No. 339.
473	Tate, Charles	16	do.	do.
474	Taylor, Charles E.	15	do.	do.
475	Thorne, James E.	16	do.	do.
476	Thorp, William C.	16	do.	do.
477	Underhill, S. M.	17	do.	do.
478	Vau Arsdale, Wm. H.	15	do.	do.
479	Van Dyke, Rodolphus	17	do.	do. (3½ months.)
480	Walsh, Francis J. A.	17	do.	
481	Walz, Isadore	15	do.	
482	Webb, William E.	18	do.	Same as No. 339.
483	Weeks, Henry C.	17	do.	do.
484	Whitely, William H.	16	do.	do. (3 months 23 days.)
485	Wilson, Joseph A.	15	do.	Same as No. 339.
486	Wilson, Samuel H.	16	do.	do. (2 months 8 days.)
487	Winter, William J.	16	do.	Same as No. 339.
488	Wisner, John H.	16	do.	do.
489	Anderson, Robert S.	16	Same as No. 339 in all except Languages. French. — Vannier's Pronunciation. Ro- bertson's Grammar, 19 Lessons, (practical part.) The Regular Verbs in all their forms, with Oral Phraseological Exer- cises. Time—Five months.	Same as No. 339 in all except Languages. French.—General re- view of the studies of the preceding term. Robertson's Grammar as far as page 215. Regular and Irregu- lar Verbs. Roemer's Polyglot Reader, part 1st, with logical and grammati- cal analysis. Roemer's Elementary Reader, (entire.) Time—Five months.
490	Adams, Samuel	16	Same as No. 489. (3 months 21 days.)	
491	Albertson, Edmund	13	Same as No. 489.	Same as No. 489. (3 months 17 days.)
492	Baker, Jacob S.	17	do.	
493	Barter, Benjamin G.	15	do.	Same as No. 489.
494	Blair, William T., Jr.	17	do. (4 months 14 days.)	
495	Bonestill, James H.	17	Same as No. 489.	do. (3 months.) Leave of absence re- mainder of the term.
496	Breath, John A.	15	Same as No. 489.	Same as No. 489.
497	Brill, Maximilian	15	do.	do.
498	Brown, Abraham	17	do.	do.
499	Brown, Charles E.	16	do.	do.
500	Brown, Samuel	15	do.	do.
501	Brown, Stephen E.	15	do.	do.
502	Burns, John	16	do.	do. (2 mos. 20 days.)
503	Bylandt, John E.	18	do.	Same as No. 489.
504	Campbell, George	17	do.	do.
505	Cargill, William	16	do.	do.
506	Chalmers, James M.	17	do.	
507	Chivis, William G.	15	do.	do. (2 mos. 20 days.)

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 18, 1861.
508	Clare, Michael	15	Same as No. 489.	do. (1 mo. 12 days.)
509	Clark, John N.	15	do.	Same as No. 489.
510	Clay, Henry	15	do.	do.
511	Clinch, Edward S.	15	do.	do.
512	Coburn, James E.	15	do.	do.
513	Coleman, Obed M.	16	do.	do. (3 mos. 21 days.)
514	Craft, Henry C.	16	do. (3 mos. 22 days.)	
515	Cooper, George D.	17	Same as No. 489.	
516	Dakin, Edward B.	16	do.	Same as No. 489.
517	Davis, Elias D.	16	do.	do. (2 mos. 10 days.) Leave of absence re- mainder of the term.
518	Dederer, Charles H.	17	do. (3 mos. 1 day.)	
519	Demarest, Wm. C.	17	Same as No. 489.	Same as No. 489. (1 mo. 23 days.) do. (1 month.)
520	Denniston, Alex. F.	15	do.	do. (1 month.)
521	Devlin, Arthur B.	18	do.	do. (4 mos. 9 days.)
522	Dixon, John J. S.	15	do.	do. (3 mos. 4 days.)
523	Dobbins, John	16	do.	
524	Donahoe, Henry W.	17	do.	Same as No. 489.
525	Dow, William S.	17	do.	do.
526	Eccles, George A.	15	do. (4 mos. 3 days.)	
527	Elwood, Charles E.	16	Same as No. 489.	do.
528	Ferres, John G.	17	do.	
529	Delaney, James F.	15	do.	do. (4 mos. 9 days.)
530	Fradenburgh, G. T.	16	do.	
531	Gaffey, Edward	15	do.	Same as No. 489.
532	Getty, William J.	15	do.	do.
533	Grant, Charles A.	15	do.	do.
534	Green, Albert T.	16	do.	do.
535	Groesbeck, Edw'd L.	15	do.	do.
536	Guion, Edw'd M., Jr.	15	do.	do. (2 mos. 10 days.)
537	Hahn, Isaac H.	16	do.	Same as No. 489.
538	Hall, Albert B.	17	do.	do.
539	Hatch, Harvey W.	16	do.	do. (4 months.) Leave of absence re- mainder of the term.
540	Heitman, Albert	15	do.	do. (2 mos. 24 days.)
541	Hogan, Edward P.	15	do.	Same as No. 489.)
542	Holland, Thomas	16	do.	do. (4 mos. 8 days.)
543	Howell, Henry C.	15	do.	Same as No. 489.
544	Jacobs, Alfred U.	15	do.	do.
545	Jennings, George P.	16	do.	do. (3 mos. 14 days.)
546	Johnson, Wm. W.	16	do.	
547	Jones, A. S., Jr.	15	do.	Same as No. 489.
548	Kalish, Julius	15	do.	do.
549	Kane, C. Van S.	15	do.	do.
550	Ketcham, Charles L.	20	Same as No. 311 in Languages and Mathe- matics.	do.
551	King, Henry L.	20	Same as No. 489.	do.
552	Klenan, Martin	15	do.	do.
553	Levy, Arthur	16	do.	do.
554	Levy, Benjamin	16	do.	do.
555	Lissenden, S, Jr.	17	do.	do. (2 mos. 20 days.)
556	Love, Edward J.	15	do.	Same as No. 489.

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 18, 1861.
557	Lord, James P.	17	Same as No. 489.	Same as No. 489.
558	McAneny, Geo. F.	16	do.	
559	McCullum, Arthur	16	do.	do.
560	McManus, James	17	do.	
561	Mathews, Joseph	15	do.	do.
562	May, Henry	17	do.	do. (3 mos. 13 days.)
563	Mellis, Ernest	15	do.	Same as No. 489.
564	Miles, Edward D	16	do.	do.
565	Miller, William H.	16	do.	do. (3 mos. 13 days.)
566	Milvany, James	16	do.	do. (4 mos. 8 days.)
567	McCahill, Patrick H.	17	do.	
568	Moore, Edgar	18	do.	Same as No. 489.
569	Moore, William	16	do.	do.
570	Morris, Herman	16	do.	do. (3 mos. 12 days.)
571	Mortimer, William	15	do.	Same as No. 489.
572	Murphy, Daniel A.	18	do.	do.
573	Neilson, Wm. S., Jr.	16	do.	
574	Noonan, Edward, Jr.	15	do.	do.
575	O'Brien, Michael J.	15	do.	do.
576	Parsons, John H.	15	do.	do.
577	Porter, Gerald L.	15	do.	do.
578	Potter, Charles E.	16	do.	do.
579	Reynolds, James	15	do.	do.
580	Saunders, Richard, Jr.	16	do.	do.
581	Scatliffe, James	15	do.	do. (3 mos. 11 days.) Leave of absence re- mainder of the term.
582	Schoen, Godfrey	15	do.	Same as No. 489.
583	Scully, Thomas F.	15	do.	do.
584	Secord, William K.	18	do.	do.
585	Seely, Charles W.	17	do.	do.
586	Smith, Chas. H. L.	17	do.	do. (2 mos. 10 days.)
587	Smith, Charles H.	15	do.	Same as No. 489.
588	Smith, David P.	16	do.	do.
589	Smith, Sam'l W. H.	16	do.	
590	Stephens, Geo., Jr.	15	do.	do.
591	Stephens, George W.	16	do.	do.
592	Stevenson, Edgar	15	do.	do. (2 mos. 25 days.)
593	Stilwell, Wm. M.	15	do.	Same as No. 489.
594	Stratford, Thomas	15	do.	do.
595	Swift, Charles, Jr.	17	do.	
596	Tate, Godfrey E.	15	do.	do.
597	Theal, John	15	do.	do.
598	Trainor, John J.	15	do.	do.
599	Vanderbilt, Edgar,	15	do.	do.
600	Van Wageningen, C. S.	16	do.	do.
601	Vogel, Henry C.	15	do.	do.
602	Watson, William	17	do.	do.
603	Wilson, Henry L.	15	do.	do.
604	Wilson, Thomas E.	15	do.	do.
605	Zacharie, Charles L.	16	do.	do.
606	Alger, Alexander	15	Same as No. 489 in all except Languages. German.—Glauben- sklee's Grammar, Ele-	Same as No. 489 in all except Languages. German.—Glauben- sklee's Grammar, from

No.	Names.	Age.	Studies pursued from Sept. 18, 1860, to Feb. 14, 1861.	Studies pursued from Feb. 15 to July 16, 1861.
			mentary part. Glau- bensklee's Reader, 1st section to page 20. El- well's Dictionary. Time—Five months. Same as No. 606.	p. 100 to end, and 18 pieces. Glaubensklee's Reader, from p. 37 to p. 74, and reviewed. Time—Five months.
607	Brown, Joseph	17		
608	Class, William H.	15	do.	Same as No. 606.
609	Crow, John C.	16	do.	do.
610	Davis, Walter T.	18	do.	do.
611	Dugan, William M.	16	do.	do. (6 days.)
612	Dykes, Andrew T.	17	do.	Same as No. 606.
613	Flanagan, James	16	do.	do. (1 month 3 days.)
614	Forrester, Robert F.	16	do.	Same as No. 606.
615	Goodheim, Maurice	15	do.	do. (1 month 22 days.)
616	Hasson, Patrick	16	Do. in Languages and Mathematics.	Same as No. 606.
617	Hubbs, Courtes T.	16	Same as No. 606.	do. (3 months 4 days.)
618	Jaques, George W.	15	do.	do. (4 months 8 days.)
619	Kerrigan, James M.	16	do.	do. (3 months 4 days.)
620	Levy, Henry C.	15	do.	do. (1 month 26 days.)
621	McAvoy, Thorn F.	16	do. (3 months 5 days.)	
622	McGrath, Edward	15	Same as No. 606.	Same as No. 606.
623	Maxwell, William A.	16	do.	do. (3 months 4 days.)
624	Moran, John	20	do.	
625	Nelson, Lyle	15	do.	
626	Perryman, George H.	16	do.	Same as No. 606 in German only.
627	Serven, Fred. L. A.	17	do.	Same as No. 606.
628	Smith, John F.	15	do.	
629	Taylor, James H.	15	do. (3 months.)	
630	Tway, William F.	16	Same as No. 606.	do. (2 mos. 24 days.)
631	Van Dyke, Thos., Jr.	16	Do. in Languages.	Same as No. 606.
632	Viell, Charles M.	15	Do. in German and English Languages.	Do. in German and Drawing.
633	Wilson, Theodore	15	Same as No. 606.	Same as No. 606.
634	Wright, Thomas, Jr.	17	do.	do.
635	Crossman, George W.	16	Same as No. 606 in all except Modern Lan- guages. Spanish.—Ollendorff's Grammar (nearly half.) Morales' Reader, do. Butler's Phrases, do. Regular and Irregu- lar Verbs, Dictation, and Conversation. Time—Five months.	Same as No. 606 in all except Modern Lan- guages. Spanish.—Ollendorff's Gram. (nearly through) Morales' Reader, do. Butler's Phrases, do. Iriarte & Moratin, (hlf.) Regular and Irregu- lar Verbs, Dictation and Conversation. Time—Five months.
636	Goldstein, Marks	15	Same as No. 635.	Same as No. 635.
637	Hartson, George G.	16	do.	do.
638	Hernandez, Chas. F.	15	do.	do.
639	Marsh, Albert	15	do.	do.
640	Mix, Ferdinand M.	16	do.	do.

Number of Students who have pursued Classical Studies, or Studies in the Higher Branches of English Education, or both, for Four Months or upwards.

All the students named in the foregoing Schedule have pursued Classical Studies, and studied in the higher branches of English Education, as therein stated, for four months or upwards (except those numbered 140, 256, 261, 332), being in all six hundred and thirty-six (636).

City and County of New-York, ss.: Horace Webster, being duly sworn, doth depose and say, that he is Principal of the New-York Free Academy, situated in the City and County of New-York, whose annual report to the Regents of the University of the State of New-York is hereunto annexed; that said report is made in conformity to the latest instructions received from the said Regents, and in conformity to the Act of the Legislature of the State of New-York, amendatory of the several School Acts, passed July 3d, 1851, and of the Act amendatory thereto, passed March 9th, 1855; that the preceding Schedule contains a true statement of the names, ages, and studies of the several students belonging to the said Academy on the 16th day of July, 1861, or who belonged to it during part of said year, ending on that day, and who are claimed to have pursued, for four months or upwards, Classical Studies, or the higher branches of an English education, or both, according to the true intent and meaning of the Ordinance of the Regents of the 20th October, 1853, as set forth in the explanations which precede the Schedule; that none of said students are under the age of twelve years, and that such of them as are claimed to be classical students have actually pursued at this Academy, or elsewhere, all the preliminary studies required by the rules of said institution, and by the 6th and 7th sections of said Ordinance of the said Regents, to make them such students, and have also read the books, or parts of books, specified in the preceding Schedule; that such of them as claimed to be students of the higher branches of English Education, had, before they were considered as such students, attained at this Academy, or elsewhere, such proficiency in reading and writing, and acquired such elementary or preliminary knowledge as is required by the 8th section of said Ordinance; that they have all subsequently pursued the requisite studies, and performed the requisite exercises in composition and declamation, as are required by the rules relating to the said Academy, and for the period of time required by the said Ordinance of the Regents to entitle the said Academy to a distributive share of the income of the Literature Fund; that such of said students as have not pursued, at this Academy, the said preliminary studies, have, on special examination, duly made, before entering the said Academy, been found to have acquired the proficiency in said studies required by the said Ordinance, as set forth in the said explanation.

All which this deponent affirms to be true, according to the best of his knowledge, information, and belief.

HORACE WEBSTER.

Subscribed and sworn to before me, this }
6th day of November, 1861,

THOMAS BOESE,

*Clerk of the Board of Education
of the City of New-York.*

By order of the Board of Education.

THOMAS BOESE, *Clerk.*

WILLIAM E. CURTIS, *President.*

New-York, November, 1861.

